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IDENTIFIERS *Bakers

ABSTRACT

This study guide is one of eight individualized units developed for students enrolled in cooperative part-time training and employed in a cafeteria. Each self-paced unit is composed of information about one specific occupation; this unit focuses on the duties of the baker's helper. Materials provided in this guide for coordinator use include a student progress chart; a job description; a unit objective and specific objectives; suggested teaching procedures, with student activities and alternatives that the coordinator may use in dealing with various types of disadvantaged students; answers to assignment sheets; answers to the unit test; nine information sheets and 27 assignment sheets suitable for reproduction; and the unit test. Topics covered in this unit are (1) common baking terms, utensils, and equipment; (2) quick breads; (3) yeast breads; (4) cakes; (5) frosting, icing, and filling; (6) cookies; (7) pies and pastry; (8) ovens; and (9) safety. (YLB)

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CAFETERIA OCCUPATIONS

BAKER'S HELPER

DOT NO. 313.684-010

Coordinator's Guide

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FIRST EDITION

1979

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Progress Chart for

BAKER'S HELPER

D.O.T. #313.684-010

Name _____

School _____

Date
Completed

INFORMATION SHEET 1	COMMON BAKING TERMS, UTENSILS, AND EQUIPMENT	
ASSIGNMENT SHEET 1	IDENTIFYING TERMS AND UTENSILS	
ASSIGNMENT SHEET 2	DIAL-A-WORD	
ASSIGNMENT SHEET 3	TERMS	
ASSIGNMENT SHEET 4	UTENSILS	
ASSIGNMENT SHEET 5	BAKING AND MIXING TERMS	
Test	Part 1	
OBJECTIVE	Identify baking utensils and explain their uses.	
INFORMATION SHEET 2	QUICK BREADS	
ASSIGNMENT SHEET 6	INGREDIENTS FOR QUICK BREADS	
ASSIGNMENT SHEET 7	RECIPES	
ASSIGNMENT SHEET 8	IDENTIFYING QUICK BREADS	
Test	Part 2	
OBJECTIVE	List the three types of quick breads and the procedures for mixing each.	
INFORMATION SHEET 3	YEAST BREADS	
ASSIGNMENT SHEET 9	PREPARATION OF YEAST BREADS	
ASSIGNMENT SHEET 10	INGREDIENTS AND SHAPES FOR YEAST BREADS	
ASSIGNMENT SHEET 11	YEAST DOUGH TERMS	
ASSIGNMENT SHEET 12	PREPARATION AND DEMONSTRATION OF YEAST BREADS	
Test	Part 3	
OBJECTIVE	Describe the process and ingredients used to make the main types of yeast breads.	
INFORMATION SHEET 4	CAKES	
ASSIGNMENT SHEET 13	CAKE PREPARATION	
ASSIGNMENT SHEET 14	TYPES OF CAKES	
ASSIGNMENT SHEET 15	CAKE-BAKING EXPERIENCE	
ASSIGNMENT SHEET 16	PORTIONING AND TERMS RELATED TO BAKING CAKES	
Test	Part 4	
OBJECTIVE	Explain the process and ingredients used to make the three main types of cakes.	

INFORMATION SHEET 5	FROSTING, ICING, AND FILLING	
ASSIGNMENT SHEET 17	FROSTING, ICING, AND FILLING	
ASSIGNMENT SHEET 18	DECORATING CAKES	
Test	Part 5	
OBJECTIVE	Point out the procedures for applying each of the types of frostings, fillings, and icings.	
INFORMATION SHEET 6	COOKIES	
ASSIGNMENT SHEET 19	TYPES OF COOKIES	
ASSIGNMENT SHEET 20	COOKIE-BAKING EXPERIENCE	
ASSIGNMENT SHEET 21	EDUCATIONAL TOUR	
Test	Part 6	
OBJECTIVE	Describe the shaping, baking, and storage process for the three main types of cookies.	
INFORMATION SHEET 7	PIES AND PASTRY	
ASSIGNMENT SHEET 22	PIE DOUGHS	
ASSIGNMENT SHEET 23	VARIETIES OF PIES	
ASSIGNMENT SHEET 24	PIE FILLINGS	
Test	Part 7	
OBJECTIVE	Identify the 10 main types of pies and pastries and the types of fillings and doughs used in the preparation process.	
INFORMATION SHEET 8	OVENS	
ASSIGNMENT SHEET 25	CHARACTERISTICS OF OVENS	
ASSIGNMENT SHEET 26	USES OF OVENS	
Test	Part 8	
OBJECTIVE	Describe the operation, use, and cleaning of the six main types of ovens.	
INFORMATION SHEET 9	SAFETY	
ASSIGNMENT SHEET 27	SAFETY SITUATIONS	
Test	Part 9	
OBJECTIVE	Select the correct safety rules related to food preparation, use of hand and stationary equipment, floor care, and use of ovens.	

This student has completed the indicated training under my supervision.

Instructor

FOREWORD

This study guide is one of eight individualized units developed for students enrolled in Cooperative Part-time Training and employed in a cafeteria. Each self-paced unit is composed of information about one specific occupation. The study material is designed to provide the student with general information for immediate assistance on the job, and specific information which will relate to later on-the-job work experiences.

Even though these study guides are individualized, the coordinator should closely supervise each student's studies. To allow the coordinator to better direct the learning activities, both coordinator guides and student manuals are available.

The coordinator's guide provides additional information and suggested activities that will assist in helping the student. Also included are suggested alternatives that the coordinator may use in dealing with various types of students, including the slow-learner, slow-reader, and any other typical disadvantaged student. Other information sheets and assignments may be added to the study guide if requested by the employer.

The student manual should be used by the student in completing the assignments, and also as a reference throughout the job training period. This manual gives directions for both written assignments and individual involvement activities. The pen and paper assignments should be handed in to the coordinator, and the individual involvement activities should be performed in class under the coordinator's supervision. Answer sheets are provided for the assignment sheets and tests; however, students should also be graded

on individual participation. Both tests and assignments should be graded and returned to the students to keep as reference in their notebooks.

A coordinator may have a student complete a related study guide in instances where a business requires the student to perform responsibilities of two or more job titles within Cafeteria Occupations. If a student easily accomplishes all the assignments and studies in one guide, the student might be required to study all available study guides for Food Service Occupations, thus preparing the student for occupational advancement or entrance into the free enterprise system.

The coordinator also is encouraged to read the sheets titled Suggested Teaching Procedures, found in the front of each coordinator's guide, for suggestions on additional activities as well as the explanation of students' assignments. Although student manuals may be purchased individually, the coordinator may reproduce copies of the information, assignment, or test sheets for other students in the class.

For information on other study guides available, contact the Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

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Appreciation is expressed to those whose expertise made possible the development of the Food Service study guides. Many coordinators across the state have contributed their time in providing information and activities for the initial development of these publications that will be made available to other Cooperative Part-time Training programs across the state.

Special thanks are extended to those instructors who field-tested the first study guides developed and provided periodic evaluations and comments to be used in revision and further development.

Appreciation also is given the numerous businesses that allowed our writers to collect information for these publications. The following is a partial listing of those cooperating with the project.

All Sports Inn	Mr. Quick
Charcoal Broiler	Picadilly Cafeteria
Dairy Queen	Pizza Inn
Ken's Pizza	Sonic Drive Inn
Long John Silver's	Wyatt's Cafeteria

Special thanks are extended to the Instructional Materials Centers at Texas Tech University in Lubbock and the University of Texas at Austin for their contributions.

BAKER'S HELPER

DOT NO. 313.684-010

Job Description

The Baker's Helper assists the Baker by performing any combination of the following duties in bread-making department:

1. Carries and distributes supplies, such as flour, shortening, and baking pans
2. Mixes, kneads, or shapes dough for bread, rolls, muffins, or biscuits
3. Cuts dough into uniform portions
4. Greases pans used to mold or bake breads and lines pans with waxed paper
5. Places pans of dough into oven to bake
6. Removes baked products from oven
7. Cleans bakery utensils, equipment, and work area
8. Performs other duties as described under HELPER

UNIT II-A
BAKER'S HELPER

UNIT OBJECTIVE

After completion of this unit, the student will be able to perform the duties of a baker's helper in a cafeteria. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student will be able to:

1. Identify baking utensils and explain their uses.
2. Select the proper hand tools to use in baking.
3. Identify and properly use the large equipment used in baking.
4. Match the terms associated with baking to the correct definition.
5. List and define the three main quick breads.
6. Select and explain the ingredients necessary in baking quick breads, yeast breads, cookies, and pastries.
7. Explain the steps in mixing and baking quick breads, yeast breads, cookies, and pastries.
8. Define the standards for good examples of quick breads, yeast breads, cookies, and pastries.
9. List and define two kinds of yeast bread.
10. Define the special words used in baking yeast breads.
11. List the shapes into which yeast dough can be made.
12. Portion quick breads, yeast breads, cookies, and pastries.
13. Indicate the correct procedures for icing cakes.
14. Describe steps in frosting small cakes.
15. Define the types of frostings.

16. Determine different types of cookies used in cafeterias.
17. List steps in preparing pans for baking.
18. Distinguish the types of pastries.
19. Point out what kinds of crusts are used with different types of pies.
20. Identify pie fillings according to name.
21. Identify oven types and uses of each.
22. Operate gas, electric, and microwave ovens.
23. Clean ovens properly.
24. Identify safety practices necessary for safe working conditions.

UNIT II-A
BAKER'S HELPER

SUGGESTED TEACHING PROCEDURES
FOR THE COORDINATOR

I. Objective Sheet

- A. Discuss each specific objective with the student.
- B. Explain the relationship of each objective to the training station.
- C. Re-number the objectives in the most logical sequence to be accomplished.
- D. Add additional objectives necessary for the training station.

II. Information and Assignment Sheets

A. Information Sheet #1--Common Baking Terms, Utensils, and Equipment

- 1. This information can be used as a glossary of terms.
- 2. Use the following Assignment Sheets to reinforce this area of information:

a. Assignment Sheet #1--Identifying Terms and Utensils

(NOTE: Have students draw pictures of additional utensils and equipment used in their training stations.)

b. Assignment Sheet #2--Dial-A-Word

(NOTE: Have students dial more words to expand their vocabulary.)

c. Assignment Sheet #3--Crossword Puzzle

(NOTE: Have students develop a similar crossword puzzle to reinforce terminology.)

d. Assignment Sheet #4--Utensils

(NOTE: Have students identify the equipment at their training stations and report back to class.)

e. Assignment Sheet #5--Mixing and Baking Terms

(NOTE: Have students develop similar word puzzles using other terms encountered by a baker's helper.)

3. Have students add other terms, utensils, and equipment to this list.

B. Information Sheet #2--Quick Breads

1. Use the following Assignment Sheets to reinforce this area of information:

- a. Assignment Sheet #6--Ingredients for Quick Breads

(NOTE: Provide students with actual recipes for biscuits, muffins, and cornbread, and suggest they prepare the recipes and share with the class to reinforce importance of ingredient proportion.)

- b. Assignment Sheet #7--Recipes

- c. Assignment Sheet #8--Identifying Quick Breads

(NOTE: Provide posterboards and magazines to be used for the assignment.)

2. Have students relate to the class some incidents incurred at their training station related to the identifications of quick breads.

C. Information Sheet #3--Yeast Breads

1. Use the following Assignment Sheets to reinforce this area of information:

- a. Assignment Sheet #9--Preparation of Yeast Breads

(NOTE: Make arrangements with owner or manager for the student to visit bakery.)

- b. Assignment Sheet #10--Ingredients and Shapes for Yeast Breads

(NOTE: Provide poster board and pictures to be used for the assignment.)

- c. Assignment Sheet #11--Yeast Dough Terms

(NOTE: Have the student draw cartoon pictures to reinforce the meaning of the terms.)

- d. Assignment Sheet #12--Preparation and Demonstration of Yeast Breads

- (1) Provide ingredients for students to use in fulfilling this assignment.
- (2) Provide time in class for student to demonstrate own skills
- (3) Make arrangements with lunch room supervisor to complete assignment.

- 2. Have the student talk to a baker about bread preparation and then report to the class.

D. Information Sheet #4--Cakes

- 1. Use the following Assignment Sheets to reinforce this area of information:

- a. Assignment Sheet #13--Cake Preparation

(NOTE: Have the student draw a poster showing a commercial mixer and have the parts labeled.)

- b. Assignment Sheet #14--Types of Cakes

(NOTE: Provide magazines and poster board to be used for the assignment.)

- c. Assignment Sheet #15--Cake-Baking Experience

(NOTE: Make arrangements with head cook in cafeteria and provide ingredients to complete this assignment.)

d. Assignment Sheet #16--Portioning and Terms Related to Cake Baking

- (1) Provide poster board to be used for the assignment.
- (2) Have students add any terms they find to complete assignment.

2. Have students discuss in class their experiences in baking cakes on the job.

E. Information Sheet #5--Frosting, Icing, and Filling

1. Use the following Assignment Sheets to reinforce this area of information:

a. Assignment Sheet #17--Frosting, Icing, and Filling

(NOTE: Provide additional information and references for the student to add to this information area.)

b. Assignment Sheet #18--Decorating Cakes

- (1) Provide the names of managers and addresses of local bakeries to complete this assignment.
- (2) Provide the utensils for the student to complete this assignment.
- (3) Provide ingredients for completing this assignment.

2. Have the student prepare a collage of decorated cakes.

F. Information Sheet #6--Cookies

1. Use the following Assignment Sheets to reinforce this area of information:

a. Assignment Sheet #19--Types of Cookies

(NOTE: Provide poster board and magazines to be used for the assignment.)

b. Assignment Sheet #20--Cookie-Baking Experience

- (1) Provide recipe ingredients and utensils to prepare assignment.
- (2) Make arrangements with cafeteria to complete assignment.

c. Assignment Sheet #21--Educational Tour

(NOTE: Provide manager names and locations of several cafeterias and suggest that student expand the assignment.)

2. Have students share educational tour experience with class.

G. Information Sheet #7--Pies and Pastries

1. Use the following Assignment Sheets to reinforce this area of information:

a. Assignment Sheet #22--Pie Doughs

(NOTE: Provide recipes and pictures for students to expand knowledge.)

b. Assignment Sheet #23--Varieties of Pies

(NOTE: Provide students with information from other cafeterias so they can compare where they work with other operations.)

c. Assignment Sheet #24--Pie Fillings

(NOTE: Provide student with poster board and art supplies to be used for the assignment.)

2. Have students share job experiences with class.

H. Information Sheet #8--Ovens

1. Use the following Assignment Sheets to reinforce this area of information:

a. Assignment Sheet #25--Characteristics of Ovens

- (1) Provide pictures to compare the different brands of ovens.

- (2) Discuss features of the different ovens with students to help them learn uses.

b. Assignment Sheet #26--Uses of Ovens

(NOTE: Provide actual experiences for student to learn the operation of gas and electric ovens.)

2. Provide owner manuals of different ovens so students can better compare the ones with which they work.

I. Information Sheet #9--Safety

1. Use Assignment Sheet #27--Safety Situations--to reinforce this area of information.

(NOTE: Have students draw pictures to project the answers to the situations.)

2. Have students make bulletin board on safety in the kitchen to share with class.

III. Answers to Assignment Sheets

- A. Some of the assignment sheets will vary according to training and should be graded individually.
- B. Some assignment sheets will not have specific answers but will depend on student participation.

IV. Unit Test

- A. The unit test is divided into nine parts.
- B. Each part uses various methods of testing.
- C. Various approaches may be used in testing.
 1. Give each part of the test after the student has studied the information sheet.
 2. Give the entire test upon completion of the study guide and assignments.
 3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.
- C. Add test parts corresponding to any information area or sheets added to the study guide.

V. Answers to the Unit Test

- A. Answers are based on total information covered in the unit.
- B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References:

- A. Exploring Careers in Hospitality and Food Service. Bloomington, Illinois: Cincinnati Public Schools Home Economics Department, McKnight Publishing Company, 1975.
- B. Food Service Employee. Lubbock, Texas: Home Economics Instructional Materials Center, 1975.
- C. Kotschevar, Lendal H. Quantity Food Production. Boston, Massachusetts: Cahners Books International, Inc., 1966.

UNIT II-A
BAKER'S HELPER

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

- | | |
|-------------------------------|-------------------------|
| A. 1. mix | 12. bench brush |
| 2. masking | 13. flour sifter |
| 3. ice | 14. pastry bag |
| 4. knead | 15. pastry brush |
| 5. punch | 16. pastry tube |
| 6. blend | 17. pie and cake marker |
| 7. make-up | 18. rolling pin |
| 8. fold | 19. baker's scale |
| 9. dissolve | 20. portion scale |
| 10. dust | 21. mixing machine |
| B. 1. cookie sheet | 22. flat beater |
| 2. tube pan | 23. sweet dough beater |
| 3. baking pan | 24. wire whip |
| 4. cake pan | 25. dough arm |
| 5. muffin tins | 26. dough arm |
| 6. pie pan | |
| 7. pastry wheel | |
| 8. pie and cake knife | |
| 9. scraper or dough
cutter | |
| 10. flat spatula | |
| 11. wire whip | |

Assignment Sheet #2

1. punch
2. rounding
3. sifting
4. wash
5. tubing
6. blend
7. dissolve
8. ice
9. fold
10. make-up
11. knead
12. dust
13. masking
14. mix
15. proof

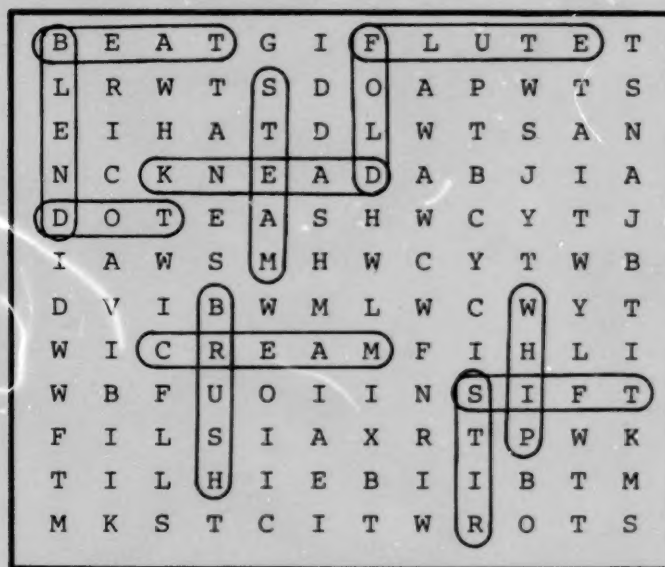
Assignment Sheet #3

- | <u>Down</u> | <u>Across</u> |
|-------------|---------------|
| 1. masking | 1. make-up |
| 2. proof | 9. blend |
| 3. rounding | 10. mix |
| 4. dissolve | 11. wash |
| 5. ice | 12. sifting |
| 6. punch | 13. cut-in |
| 7. ice | 14. tubing |
| 8. fold | 15. knead |

Assignment Sheet #4

A-G. Evaluated to the satisfaction of the instructor.

Assignment Sheet #5



Assignment Sheet #6

- A. 1. sugar--supplies sweetness
 2. baking powder--leavening agent
 3. salt--brings out flavor and taste
 4. flour--supplies body, form, and texture
 5. shortening--supplies tenderness
 6. milk--provides moisture and regulates consistency
- B. 1. sugar--provedes sweetess
 2. shortening--provides tenderness
 3. salt--brings out flavor
 4. eggs--increases volume and improves grain and texture
 5. milk--provides moisture
 6. baking powder--leavening agent
 7. flour--body, form, texture

- C.
1. white or yellow cornmeal--provides structure
 2. sweet or buttermilk--provides moisture
 3. salt--brings out flavor
 4. baking powder or baking soda--causes food to rise
 5. eggs--improves texture and increases volume
 6. flour--provides body

Assignment sheet #7

- A.
1. Cream sugar, shortening, and salt.
 2. Blend eggs into creamed mixture.
 3. Sift dry ingredients.
 4. Alternate in adding dry and liquid ingredients in mixing. Start and end with dry ingredients.
 5. Mix batter just enough to moisten.
 6. Portion with a #16 scoop into lightly greased muffin tins.
 7. Bake 425°F for 15 to 20 minutes.
 8. Serve hot.
- B.
1. Cut shortening into dry ingredients.
 2. Add liquid and mix.
 3. Knead lightly.
 4. Roll $\frac{1}{4}$ inch thick.
 5. Cut into uniform size.
 6. Bake at 425°F for 15 to 20 minutes

Assignment Sheets #8 and #9

Evaluated to the satisfaction of the instructor.

Assignment Sheet #10

- A.
1. Flour--supplies strength to dough
supplies structure to baked product
supplies nutritional value

acts as absorbing agent

2. Milk--improves texture of the dough

supplies moisture

causes gluten to form

adds food value

improves flavor

3. Shortening--supplies richness and tenderness
to baked product

improves eating qualities

improves grain and texture

develops flaky layers in puff and
Danish pastries

4. Egg--Supplies dough with added color

adds flavor

supplies structure

increases volume

improves grain and texture

B. Evaluated to the satisfaction of instructor.

Assignment Sheet #11

A. Sweet doughs contain more eggs and sugar than roll
dough.

B. 1. leavening agent--makes it rise

2. knead the dough--pull and stretch air out of dough

3. proof the dough--let it rise until double in bulk

4. punch the dough--knock the air out of dough

5. scale the dough--portion and shape it

6. pan the dough--put the individual rolls in pan and
brush on melted shortening

7. pan proof the dough--let rolls rise in pan until
double in size

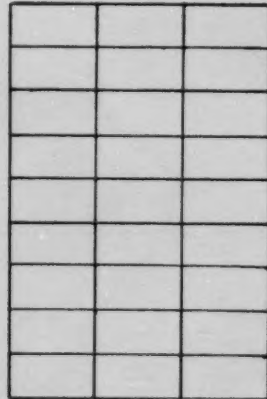
Assignment Sheets #12-15

Evaluated to the satisfaction of the instructor.

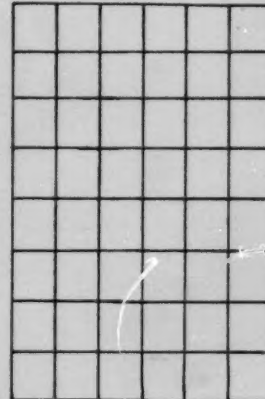
Assignment Sheet #16

A. Included on the drawing are the following illustrations:

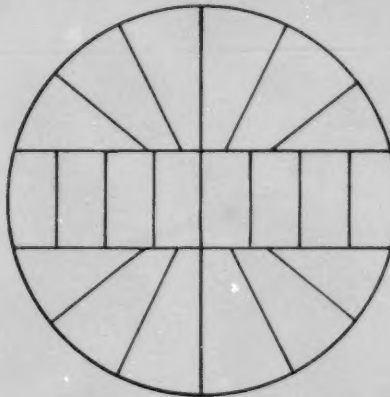
1.



2.



3.



- B.
 1. panning the cake--putting the cake batter in the pan for baking.
 2. portioning the cake--cutting the cake into individual servings.
 3. yield of the cake--how many servings the cake will make.
- C.
 1. pound and butter cakes--grease and flour the pan; fill $1/2$ to $2/3$ full.
 2. frame cakes--do not grease pans, line bottom of pan with brown paper; fill $1/2$ to $2/3$ full

Assignment Sheet #17

- A.
 - 1. Frostings are thick and are spread on the outsides of cakes.
 - 2. Icings are thin and are poured on the cakes, or small cakes are dipped into the icing.
 - 3. Fillings are put between the layers of cakes.
- B.
 - 1. To improve the flavor of cakes
 - 2. To improve the appearance of cakes
 - 3. To give moistness to cakes
- C.
 - 1. Foam frosting--boiled or cooked frosting made with egg whites and a cooked syrup
 - 2. Butter cream--uncooked frosting made with a fat and powdered sugar
 - 3. Fondant--cooked frosting made with water and sugar
 - 4. Glaze--cooked icing, a syrup made from water and sugar
 - 5. Decorator frosting--hard frosting made with sugar, water, and egg whites; used for decorating cakes

Assignment Sheet #18

Evaluated to the satisfaction of the instructor.

Assignment Sheet #19

- A.
 - 1. Icebox cookies
 - 2. Drop cookies
 - 3. Soft batters
- B.
 - 1. Use a clean, level baking sheet; grease and flour
 - 2. Have pans cool before placing cookies on them.
 - 3. Place two inches apart on the pans
- C. Evaluated to the satisfaction of the instructor.

Assignment Sheets #19-21

Evaluated to the satisfaction of the instructor

Assignment Sheet #22

- A. 1. Mealy pie dough--contains less shortening and is the strongest pie crust.
- 2. Semi-flaky dough--contains more shortening than mealy dough but less than flaky dough
- 3. Flaky pie dough--uses equal amounts of flour and shortening and is most fragile.
- B. 1. Mealy--under crusts and for baked pies
- 2. Semi-flaky--top crust and cream pies
- C. 1. Chocolate wafer crusts--100% crumbs, 30% sugar, and 55% butter.
- 2. Vanilla wafer crusts--100% crumbs, 30% sugar, and 55% butter.
- 3. Nut crusts--replace 25% of the flour with ground nuts.

Assignment Sheet #23

Evaluated to the satisfaction of the instructor.

Assignment Sheet #24

- A. Evaluated to the satisfaction of the instructor.
- B. A cream pie filling is already cooked.
- C. A cooked pie shell is pricked to allow steam to escape so the pie shell won't have bubbles in it.
- D. A pie or cake marker

Assignment Sheet #25

- A. 1. Revolving ovens
- 2. Stacked ovens
- 3. Hearth ovens
- 4. Oven under range top
- 5. Convection oven
- 6. Microwave oven

- B.
 - 1. Baking shelves on top of each other
 - 2. Shelf heat can be individually controlled
 - 3. Hottest temperature at bottom and cooler at top
- C.
 - 1. Turn all ovens off before cleaning
 - 2. Clean outside of oven with warm water and detergent
 - 3. Clean inside of oven with damp cloth
 - 4. Clean crumbs from return passage

Assignment Sheet #26

- A.
 - 1. e
 - 2. f
 - 3. d
 - 4. c
 - 5. a
 - 6. a
 - 7. c
 - 8. d
 - 9. f
 - 10. b
- B.
 - 1. Turn knob to temperature given in recipe
 - 2. Turn switch ON
 - 3. Allow oven to preheat
 - 4. Place pans two inches from sides of ovens
 - 5. Avoid opening and closing oven door during cooking
- C.
 - 1. Light match
 - 2. Turn on main burner
 - 3. Adjust thermostat to temperature given in recipe

Assignment Sheet #27

- A.
 - 1. Treat injury immediately
 - 2. Get help
 - 3. Remove a lid slowly and away from you
 - 4. Use foam or soda to put it out

5. Light match first.
 6. Use handling mitts.
 7. Keep your mind on your job.
 8. Jump back.
 9. Keep sharp edges away from you.
 10. Never wear jewelry when operating electric equipment.
 11. Clean it up immediately.
 12. Tuck strings in.
 13. Light match first.
 14. Place in racks--never in drawers.
 15. Put the knife on the table.
- B. Evaluated to the satisfaction of the instructor.

UNIT II-A
BAKER'S HELPER

ANSWERS TO UNIT TEST

Unit Test--Part 1

1. a. cookie sheet
b. tube pan
c. muffin tins
d. pie pan
e. cake pan
2. a. flat spatula g. bench brush
b. pie and cake knife h. pastry bag--pastry tube
c. pastry wheel i. flour sifter
d. scraper j. rolling pin
e. wire whip k. pastry brush
f. pie and cake marker
3. a. baker's scale--used to weigh ingredients
b. portion scale--used to weigh cooked foods
4. Evaluated to the satisfaction of the instructor.
5. a. 4 f. 10 k. 7
b. 9 g. 12 l. 6
c. 1 h. 13 m. 2
d. 3 i. 11 n. 15
e. 5 j. 14 o. 8

Unit Test--Part 2

1. a. biscuits
b. muffins

- c. cornbread
- 2. a. 4
 - b. 6
 - c. 1
 - d. 5
 - e. 2
 - f. 3
- 3. a. 4
 - b. 3
 - c. 6
 - d. 1
 - e. 2
 - f. 5
- 4. a. well shaped and regular
 - b. even sides and level top
 - c. good volume
 - d. tender crust with smooth, golden brown color
 - e. inside is fine, even grained and fluffy, creamy white in color
- 5. eggs
- 6. blueberry-orange
- 7. dry ingredients
- 8. a. 5 e. 3
 - b. 4 f. 6
 - c. 1 g. 8
 - d. 7 h. 2
- 9. a. light in weight

- b. golden brown crisp crust
- c. moist and golden inside
- 10. cornmeal and buttermilk
- 11. a. pan
 - b. muffins
 - c. stick
- 12. baking powder--soda
- 13. a. add soda to buttermilk
 - b. add meal and salt to milk and mix
 - c. add eggs and mix well
 - d. bake in greased pan

Unit Test--Part 3

- 1. a. sweet dough
 - b. roll dough
- 2. a. eggs
 - b. flour
 - c. sugar
 - d. shortening
 - e. milk
 - f. yeast
- 3. a. 4
 - b. 5
 - c. 2
 - d. 3
 - e. 1

- 4. a. 3 g. 7
- b. 6 h. 8
- c. 11 i. 1
- d. 12 j. 9
- e. 5 k. 4
- f. 10 l. 2

- 5. a. pan rolls
- b. twin rolls
- c. cloverleaf
- d. fan tans
- e. parkerhouse

or any of the following: single knot, double knot,
Kaiser knot, braided

- 6. a. large for weight
- b. even, rich golden brown crust
- c. even shape
- d. good proportion and shape
- e. creamy white interior with soft sheen
- f. soft, moist, elastic interior
- g. fresh sweet odor and taste

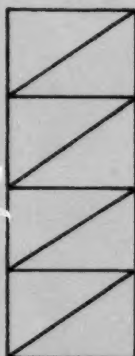
Unit Test--Part 4

- 1. a. butter cakes
- b. pound cakes
- c. foam cakes

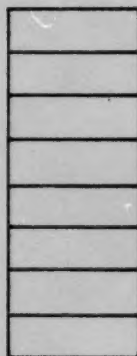
2.
 - a. shortening
 - b. baking powder
 - c. flour
 - d. egg whites
 - e. same
3.
 - a. conventional
 - b. blending
 - c. dump
4.
 - a. 4
 - b. 2
 - c. 1
 - d. 3
5.
 - a. even shape, slightly rounded top
 - b. thin, soft, delicately browned crust
 - c. crumb is smooth and rich with no trace of lines
 - d. texture is firm
 - e. flavor is sweet and rich
6.
 - a. ✓
 - b.
 - c.
 - d. ✓
 - e.
7.
 - a. False
 - b. False
 - c. True
 - d. False
 - e. True

8. Either of the three answers.

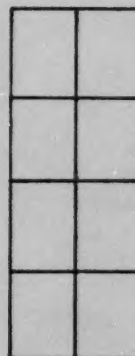
a.



b.



c.



9. a. putting batter in pan
 b. cutting the cake into equal pieces
 c. how many servings

Unit Test--Part 5

1. a. 8 f. 6
 b. 1 g. 2
 c. 9 h. 5
 d. 3 i. 4
 e. 7
2. a. Cut cakes in desired shapes and brush.
 b. Pour thin icing over them.
 c. Direct icing to flow down sides.
 d. Remove from racks and pick up surplus.
 e. Repeat procedure.
3. a. ✓
 b.
 c. ✓
 d. ✓
 e. ✓

Unit Test--Part 6

1.
 - a. soft butter
 - b. drop
 - c. drop
 - d. soft batter
 - e. icebox
2.
 - a. clean and level
 - b. grease and flour
 - c. cool pans
3.

a. ✓	f. ✓
b. ✓	g.
c. ✓	h.
d.	i.
e. ✓	j. ✓
4. Evaluate to satisfaction of instructor.

Unit Test--Part 7

1.
 - a. flaky
 - b. semi-flaky
 - c. mealy
 - d. specialty
 - e. specialty
 - f. specialty
 - g. specialty
2.
 - a. semi-flaky or mealy
 - b. mealy
 - c. flaky
 - d. semi-flaky

3. a. 3

b. 5

c. 1

d. 7

e. 6

f. 2

g. 4

h. 8

4. a. ✓

b. ✓

c.

d. ✓

5. a. 2

b. 1

c. 4

d. 3

6. a. good type fruit

b. good thickening and sweetening agent

c. well prepared

Unit Test--Part 8

1. a. 5

b. 6

c. 4

d. 3

e. 1

f. 1

g. 3

h. 4

i. 6

j. 2

2.
 - a. 2
 - b. 4
 - c. 1
 - d. 3
3.
 - a. Turn all ovens off before cleaning.
 - b. Clean outside of oven with warm water and detergent.
 - c. Clean inside with damp cloth.
 - d. Clean crumbs from return passage.

Unit Test--Part 9

1.

a. unsafe	g. safe
b. unsafe	h. unsafe
c. safe	i. unsafe
d. unsafe	j. safe
e. unsafe	k. safe
f. safe	l. safe
2.
 - (a)
 - (b)
 - (c)
 - d
 - (e)
3.
 - a. treat injury immediately
 - b. put foam or soda on it
 - c. tuck in the strings
 - d. jump out of the way
 - e. store in racks

UNIT II-A

BAKER'S HELPER

INFORMATION SHEET #1--COMMON BAKING TERMS, UTENSILS AND EQUIPMENT

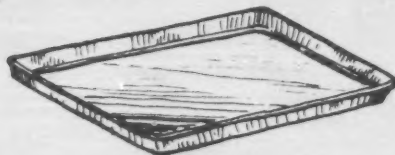
I. Terms

- A. Blend--To mix two or more ingredients together
- B. Cut-in--To use two knives or a pastry blender to cut shortening and flour together
- C. Dissolve--To mix a dry ingredient with a liquid and melt it
- D. Dust--To sprinkle with flour or sugar
- E. Fold--To pass a spoon down through a mixture, run it over the bottom of the container, and bring some of the mixture up gently and place it on top, repeating until all dry ingredients are moist
- F. Ice--To cover a cake or some other item with frosting or icing
- G. Knead--To press, fold, and stretch the air out of dough
- H. Make-up--The method of mixing or handling ingredients when dividing them into single units
- I. Masking--To cover an item completely in order to disguise it or protect it
- J. Mix--To combine two or more ingredients into one mixture
- K. Proof--To let yeast dough rise by setting it in a warm, moist place
- L. Punch--To knock air out of yeast dough after it has risen once
- M. Rounding--The shaping of dough pieces to seal the ends
- N. Sifting--To pass dry ingredients through a fine screen to add air

- O. Tubing--To pass icing, potatoes, or some other mixture through a pastry tube
- P. Wash--To brush a liquid on the surface of an unbaked product

II. Baking Utensils

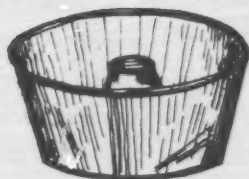
A.



Cookie sheet

Used for baking sweet goods (cookies, sweet rolls, sheet cakes, and sheet pies).

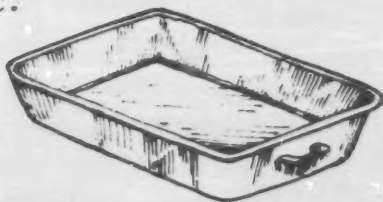
B.



Tube pan

Used for sponge cakes, angel food cakes, pound cakes

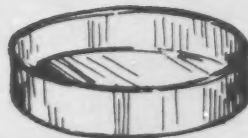
C.



Baking pan

Used for baking cakes and cornbread

D.



Cake pan

Used for baking layer cakes

E.

**Muffin tins**

Used for baking muffins, cup cakes, and cornbread

F.

**Pie pan**

Used for baking pies

III. Hand tools used in baking

A.

**Pastry wheel**

Round stainless steel disc with cutting edge mounted on a handle, used for cutting all kinds of pastry

B.

**Pie and cake knife**

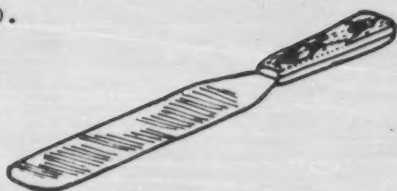
Offset knife with a wide, flat blade tapered to a point, shaped like a wedge of cake or pie and used to cut and serve pie and cake without breaking it

C.

**Scraper or dough cutter**

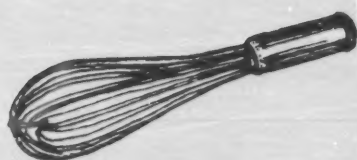
A wide, rectangular metal blade, mounted with a wooden handle, used for scraping dough blocks or cutting doughs

D.

**Flat spatula**

A broad, flexible flat blade knife with round end; from 3½ to 12 inches long; used for spreading icing on cakes

E.

**Wire whip**

Constructed of wire loops with ends brought together as a handle. Used for whipping eggs

F.

**Bench brush**

Long, thin brush with long bristles set in hard rubber, with a wooden handle. Used to brush flour from board when working with pastry doughs

G.

**Flour sifter**

A round metal container with a screen across the bottom. A paddle wheel in the center helps sift the flour through it

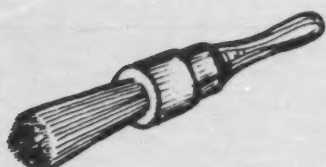
H.



A cone-shaped bag that is used for decorating cakes

Pastry bag

I.



A utensil that looks like a paint brush; is used to brush on icing or egg wash when working with certain kinds of pastry

Pastry brush

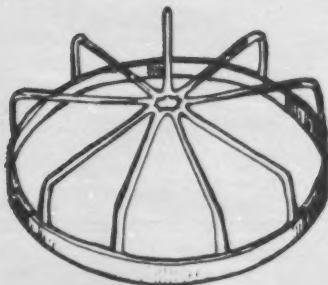
J.



Metal tips that are used in decorating cakes

Pastry tubes

K.



A round, heavy wire disc with guide bars; used to mark cakes and pies for cutting

Pie and cake marker

L.

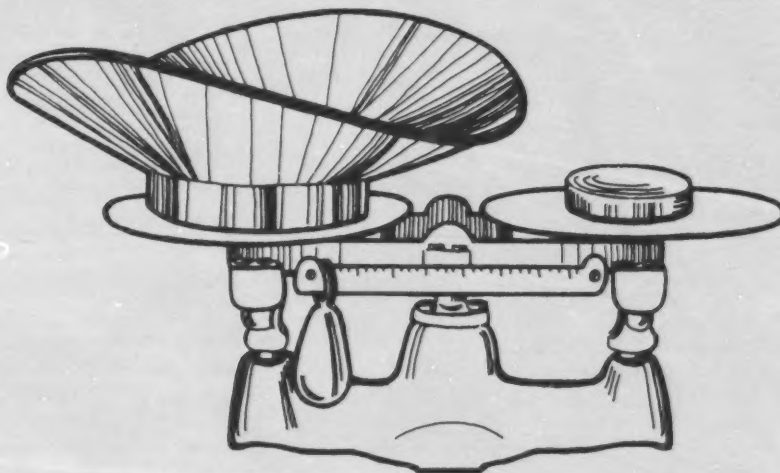
**Rolling pin**

A roller from 10½ to 25 inches long with handles on each end. It is used to roll out pie dough, sheet dough, biscuits, and cookies

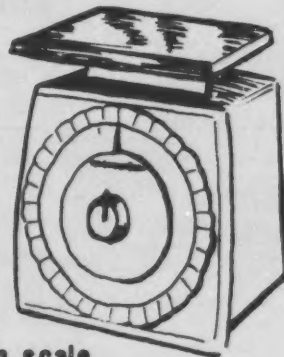
IV. Large equipment

A. Scales

1. Baker's scale--Type of scale used in measuring ingredients

**Baker's scale**

2. Portion scale--Used in measuring food for servings of certain sizes

**Portion scale**

B. Mixing machine

(NOTE: Used to mix dough)



FLAT BEATER



WIRE WHIP



SWEET DOUGH BEATER



DOUGH ARMS

UNIT II-A
BAKER'S HELPER

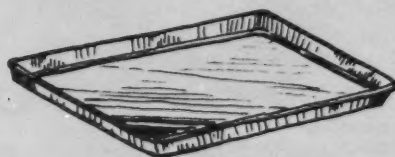
ASSIGNMENT SHEET #1--IDENTIFYING TERMS AND UTENSILS

- A. Identify the following terms by unscrambling the letters to make the proper word associated with baking.

1. x i m
2. s n k a i g m
3. e i c
4. d a n e k
5. c n u p h
6. d l n e b
7. k a p e - m u
8. d o f l
9. s l v d s i e o
10. t u s d

- B. Identify the following pictures showing utensils and equipment used in baking, and explain their uses.

1.



_____.

2.



_____.

3.



_____.

4.



_____.

5.



_____.

6.



_____.

7.



_____.

8.



_____.

9.



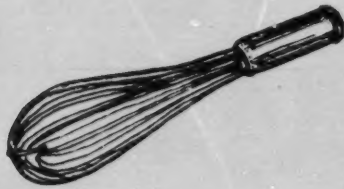
_____.

10.



_____.

11.



_____.

12.



_____.

13.



_____.

14.



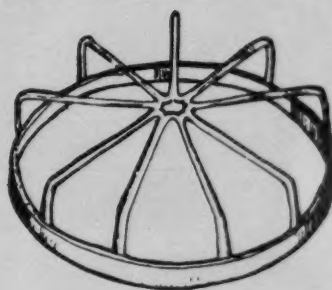
15.



16.



17.

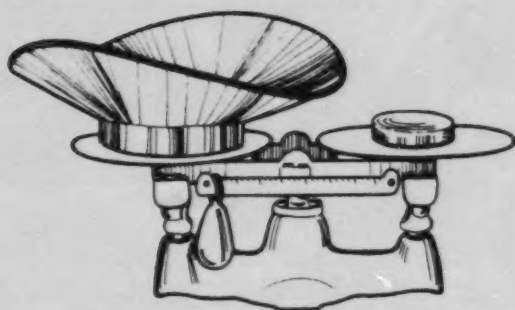


18.



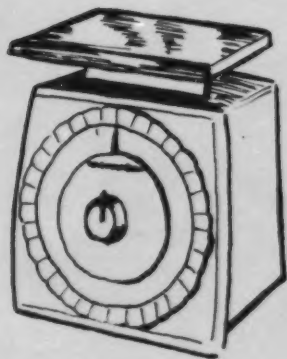
_____.

19.



_____.

20.



_____.

21.



22.



23.



24.



25.

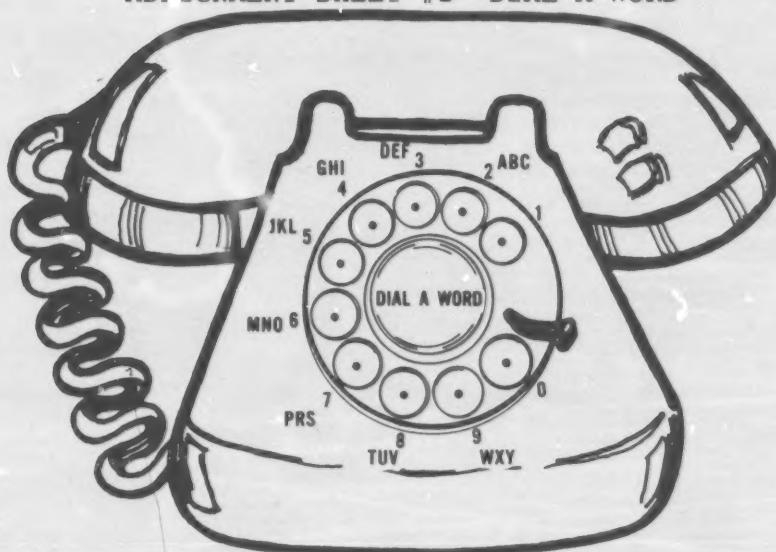


26.



UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #2--DIAL-A-WORD

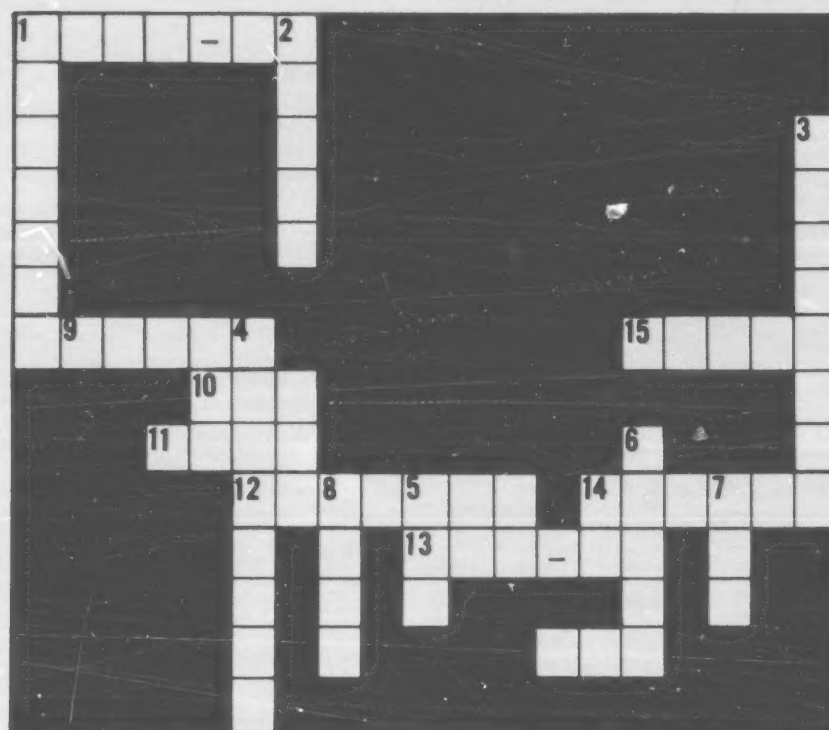


Using the numbers listed below, dial the correct word associated with baking on the picture of a telephone. Write the words in the blanks provided.

- | | |
|-----------------------------|----------------------------|
| 1. 7 8 6 2 4
----- | 9. 3 6 5 3
----- |
| 2. 7 6 8 6 3 4 6 4
----- | 10. 6 2 5 3 - 8 7
----- |
| 3. 7 4 3 8 4 6 4
----- | 11. 5 6 3 2 3
----- |
| 4. 9 2 7 4
----- | 12. 3 8 7 8
----- |
| 5. 8 8 2 4 6 4
----- | 13. 6 2 7 5 4 6 4
----- |
| 6. 2 5 3 6 3
----- | 14. 6 4 9
----- |
| 7. 3 4 7 7 6 5 8 3
----- | 15. 7 7 6 6 3
----- |
| 8. 4 2 3
----- | |

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #3--TERMS



Indicate the terms related to baking by filling in the crossword puzzle, using the clues listed below.

DOWN

1. To cover an item to disguise it
2. To let dough rise in a warm place
3. Shaping pieces of dough
4. To melt a solid
5. To cover cake with frosting
6. To knock air out of yeast dough
7. To cover cake with frosting
8. To pass a spoon through a mixture and fold it over

ACROSS

1. The method of mixing or handling ingredients when dividing them into single units
9. To mix two or more ingredients
10. To make two or more ingredients into one mixture
11. To put liquid on surface of unbaked product
12. To pass dry ingredients through a fine screen
13. To use pastry blender to cut shortening and flour together
14. To pass icing through a pastry tube
15. To press, fold, and stretch air out of dough

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #4--UTENSILS

- A. After studying information on hand tools, list 5 hand utensils used in baking.

1.

2.

3.

4.

5.

- B. What procedures should you follow in the care of these pieces of equipment?

- C. What safety precautions should you follow as you use or clean these pieces of equipment?

(NOTE: Refer to information sheet #9)

- D. List 3 pieces of large equipment used in baking.

1.

2.

3.

E. What are the uses of each piece of equipment?

F. How do you clean each piece of equipment?

G. What safety rules do you use in the use of each piece of equipment:

(NOTE: Refer to information sheet #9)

UNIT II-A

BAKER'S HELPER

ASSIGNMENT SHEET #5--BAKING AND MIXING TERMS

Find the baking and mixing terms listed below in the word search game. The words may be spelled across, or up and down.

beat	stir	brush
dot	sift	mix
steam	blend	whip
fold	knead	
cream	flute	

B	E	A	T	H	O	F	L	U	T	E	T
L	R	W	T	S	D	O	A	P	W	T	S
E	I	H	A	T	D	L	W	T	S	A	N
N	C	K	N	E	A	D	A	B	J	I	A
D	O	T	E	A	S	H	W	C	Y	T	J
I	A	W	S	M	H	W	C	Y	T	W	B
D	V	I	B	W	M	H	W	C	W	Y	T
W	I	C	R	E	A	M	F	I	H	L	I
W	B	F	U	O	I	I	N	S	I	F	T
F	I	L	S	I	A	X	R	I	P	W	K
T	I	L	H	I	E	B	I	I	B	T	M
M	K	S	T	C	I	T	W	R	O	T	S

UNIT II-A
BAKER'S HELPER

INFORMATION SHEET #2--QUICK BREADS

- I. Kinds of quick breads
 - A. Biscuits
 - B. Muffins
 - C. Cornbread
- II. Biscuits
 - A. Ingredients
 - 1. Sugar--supplies sweetness
 - 2. Baking Powder--leavening agent
 - 3. Salt--brings out flavor and taste
 - 4. Flour--supplies body, form, texture
 - 5. Shortening--supplies tenderness
 - 6. Milk--provides moisture and regulates consistency of dough
 - B. Types
 - 1. Cake type
(NOTE: mixed to a smooth dough)
 - 2. Flaky
(NOTE: contains more shortening that is cut in)
 - C. Method for mixing and baking
 - 1. Cut shortening into dry ingredients
 - 2. Add liquid
 - 3. Knead the dough lightly
 - 4. Roll $\frac{1}{4}$ inch thick

5. Cut biscuits in uniform sizes
6. Bake at 425°F for 15-20 minutes, until lightly browned.

D. Standards for biscuits

1. Regular in shape
2. Even sides and level top
3. Good volume
4. Tender crust with smooth, golden brown color
5. Insides of fine, even grain, fluffy, and creamy white in color

III. Muffins

A. Ingredients

1. Sugar--provides sweetness
2. Shortening--provides tenderness
3. Salt--brings out flavor
4. Eggs--increase volume and improve grain and texture
5. Milk--provides moisture
6. Baking powder--leavening agent
7. Flour--provides body, form, and texture

B. Types

1. Plain
2. Variations

(NOTE: Blueberry, orange, and others.)

C. Method for mixing and baking

1. Cream sugar, shortening, and salt
2. Blend eggs into creamed mixture
3. Sift dry ingredients together

4. Alternately mix dry ingredients and liquid into creamed mixture

(NOTE: Always start and end with dry ingredients.)

5. Mix the batter just enough to moisten, leaving the batter with slightly rough appearance
6. Portion with a No. 16 scoop and put into lightly greased muffin tins
7. Bake at 425° for 15-20 minutes
8. Serve hot

D. Standards for muffins

1. Large for weight
2. Crisp, shiny, golden brown crust
3. Top well-rounded and free from lumps
4. Inside moist, light and tender, with no tunneling (holes)

IV. Cornbread

A. Ingredients

1. White or yellow cornmeal--provides body and flavor
2. Flour--provides body
3. Sweet or buttermilk--provides moisture
4. Salt--brings out flavor
5. Baking powder or baking soda--makes it rise
6. Egg--improves texture and increases volume
7. Salad oil

B. Types

1. Pone or Pan
2. Muffin
3. Sticks

C. Method for mixing and baking

1. Add soda to buttermilk, or if using sweet milk, sift baking powder with flour and salt
2. Add meal and flour mixture to milk and mix lightly
3. Add salad oil
4. Add eggs and mix until fairly smooth
5. Bake in greased pan, muffin tins, or cornsticks 450° F for 20 or 25 minutes

D. Standards for cornbread

1. Light in weight
2. Golden brown crisp crust
3. Moist and golden inside

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #6--INGREDIENTS FOR QUICK BREADS

A. Write the reason for using each of the following ingredients in making biscuits.

1. Sugar
2. Baking powder
3. Salt
4. Flour
5. Shortening
6. Milk

B. Write the reason for using each of the following ingredients in making muffins.

1. Sugar
2. Shortening
3. Salt
4. Eggs
5. Milk
6. Baking powder
7. Flour

C. Write the reason for using each of the following ingredients in making cornbread.

1. White or yellow cornmeal
2. Sweet or buttermilk
3. Salt
4. Baking powder or baking soda
5. Eggs
6. Flour

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #7--RECIPES

- A. Using the recipe below, list the steps in preparing muffins.

3 lbs. granulated sugar	1. _____
2 lbs. shortening	2. _____
1½ oz. salt	3. _____
2 lbs. whole eggs	4. _____
3 lbs. 8 oz. cake flour	5. _____
1 lb. bread flour	6. _____
2½ oz. baking powder	7. _____
2 lbs. liquid milk	8. _____

- B. Using the recipe below, list the steps in making biscuits.

1½ lbs. cake flour	1. _____
1½ lbs. bread flour	2. _____
3½ oz. baking powder	3. _____
½ oz. salt	4. _____
4 oz. sugar	5. _____
2½ lbs. milk	6. _____
1 lb. butter	

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #8--IDENTIFYING QUICK BREADS

- A. From magazines in your classroom, make a poster showing the different kinds of quick breads.
- B. Write the names of the breads under the pictures.
- C. Look through recipe books and make a list of all of the quick breads you can find.

UNIT II-A
BAKER'S HELPER

INFORMATION SHEET #3--YEAST BREADS

- I. Kinds of yeast breads
 - A. Roll dough
 - B. Sweet dough
- II. Ingredients and their purposes
 - A. Flour
 - 1. Supplies strength to dough
 - 2. Supplies structure to baked product
 - 3. Supplies nutritional value
 - 4. Acts as absorbing agent
 - B. Milk
 - 1. Improves texture of the dough
 - 2. Supplies moisture
 - 3. Causes gluten to form
 - 4. Adds food value
 - 5. Improves the flavor
 - C. Shortening
 - 1. Supplies richness and tenderness to baked product
 - 2. Improves the eating qualities
 - 3. Improves grain and texture of the baked product
 - 4. Develops the flaky layers in puff and Danish pastry
 - 5. Improves the keeping qualities of the baked product.

D. Egg

1. Supplies dough with added color
2. Adds flavor to the baked product
3. Supplies structure to dough
4. Increases volume
5. Improves grain and texture of the product

E. Sugar

1. Supplies the necessary sweetness
2. Feeds the yeast
3. Supplies color to the baked product
4. Supplies moisture and helps prolong freshness
5. Helps provide a good grain and texture to the baked product

F. Yeast

1. Compressed yeast
2. Dry yeast

(NOTE: Yeast is the leavening agent used in roll and sweet doughs.)

III. Yeast dough preparation

- A. Have all equipment and ingredients ready
- B. Use a baker's scale to weigh all of the ingredients
- C. Use an electric mixer to mix and develop the dough
- D. Knead the dough

(NOTE: Work until smooth to force out all of the air.)

- E. Proof the dough

(NOTE: Place in a lightly greased container and let rise to double in bulk.)

F. Punch the dough

(NOTE: Press it back to original size and place on a floured bench.)

G. Knead a second time to remove all air

H. Scale the dough into individual units

(NOTE: Divide the dough.)

I. Make into desired shapes and sizes

J. Pan the dough

(NOTE: Place the units on prepared pans, allowing space for proofing.)

K. Pan proof

(NOTE: Let each unit rise to double in bulk.)

L. Bake at required temperature until golden brown and done

IV. Standards for yeast breads

A. Large size for weight

B. Even, rich golden brown crust

C. Even shape

D. Good proportion and shape

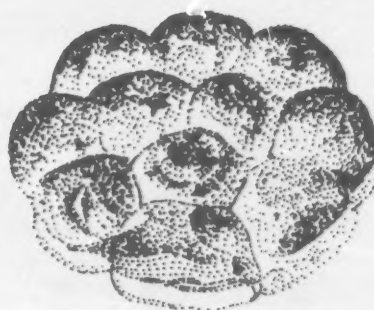
E. Creamy white interior with soft sheen

F. Soft, moist, elastic interior is desirable

G. Fresh sweet odor and taste

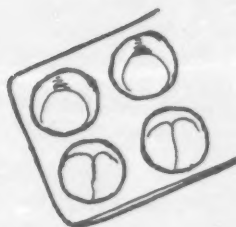
V. Shaping yeast breads

A.



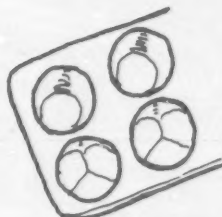
Pan rolls

B.



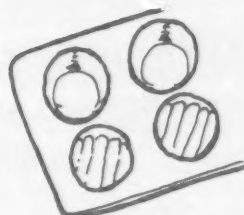
Twin rolls

C.



Cloverleaf

D.



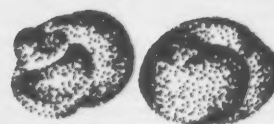
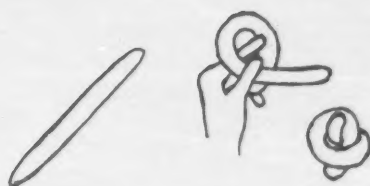
Fan tans

E.



Parker house

F.



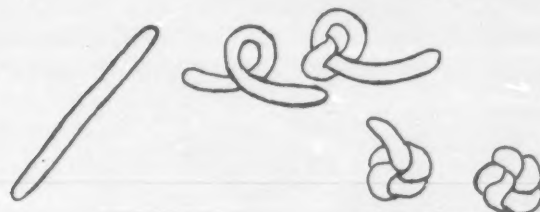
Single knot

G.



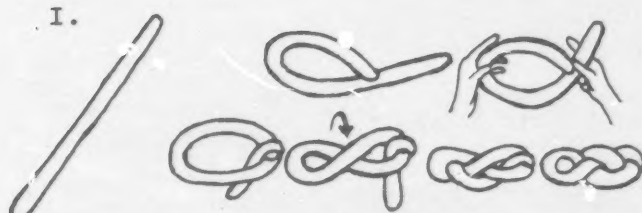
Double knot

H.



Kaiser knot

I.



Braided

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #9--PREPARATION OF YEAST BREADS

A. Visit a local doughnut shop.

1. Make a list of the steps in preparing doughnuts

2. Draw a picture of the display of doughnuts

3. Explain 3 variations of basic doughnuts

B. At your training station, observe the preparation of yeast dough.

1. List the amounts of the ingredients used

2. Compare the ingredients used at your training station with the ingredients in your information sheet. How do they compare?

UNIT II-A

BAKER'S HELPER

ASSIGNMENT SHEET #10--INGREDIENTS AND SHAPES FOR YEAST BREADS

- A. List the ingredients used in making yeast breads. Tell the reason for using each ingredient.

- B. Make a poster showing the different ways yeast breads can be shaped. Use the back of this sheet if necessary.

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #11--YEAST DOUGH TERMS

- A. What is the difference between a sweet dough and a roll dough?
- B. Write the meaning of the following terms used in yeast bread making.
1. leavening agent
 2. knead the dough
 3. proof the dough
 4. punch the dough
 5. scale the dough
 6. pan the dough
 7. pan proof the dough

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #12--
PREPARATION AND DEMONSTRATION OF YEAST BREADS

A. Use the following recipe to prepare roll dough.

Yeast Rolls
Yield: 15½ dozen rolls

Ingredients

1 lb. granulated sugar	6 oz. whole eggs
1 lb. 4 oz. shortening	6 oz. compressed yeast
8 oz. dry milk	4 lbs. cold water
2 oz. salts	7 lbs. bread flour

Directions:

1. Dissolve yeast in water. Place in a stainless steel container and stir.
2. Put all ingredients, including dissolved yeast, in the electric mixing bowl. Mix, using dough hook, at medium speed until dough leaves the side of the bowl and clings to hook--Check the dough temperature with dough thermometer. (Should be 80°.)
3. Remove dough from bowl, using a plastic scraper; place on floured bench and knead.
4. Place dough in greased container and let double in bulk.
5. Turn onto floured bench, knead. Cut into 1½ oz. units with dough cutter.
6. Form into desired shapes. Dip into egg wash (4 eggs to 1 pt. of milk) and sesame or poppy seed of desired.
7. Place rolls on silicon-covered sheet pans, approximately 1 inch apart.
8. Place in proofing cabinet and let rise until double in bulk.
9. Bake at 375° until golden brown.

- B. Demonstrate to your class the way to make the following shapes:
1. pan rolls
 2. twin rolls
 3. cloverleaf rolls
 4. parker house rolls
- C. Check with your instructor to see if you may bake the rolls in your school cafeteria oven and serve them hot with butter to your class.

UNIT II-A
BAKER'S HELPER

INFORMATION SHEET #4--CAKES

- I. Types of cakes
 - A. Butter cakes
 - B. Pound cakes
 - C. Foam cakes
- II. Butter cakes
 - A. Most widely produced cake
 - B. Ingredients
 - 1. Shortening
 - 2. Eggs
 - 3. Sugar
 - 4. Flour
 - 5. Salt
 - 6. Baking powder
 - 7. Liquid
 - 8. Flavoring
 - C. Mixing methods
 - 1. Conventional
 - a. Cream shortening and sugar
 - b. Add eggs in three equal parts
(NOTE: Blend well after each addition.)
 - c. Add dry ingredients in 4 parts and liquid in 3 parts
(NOTE: Alternate these mixtures starting and ending with dry ingredients.)

2. Blending method

- a. Mix flour and shortening
- b. Add sugar, salt, baking powder, and dry milk (if used) with $\frac{1}{3}$ of the liquid
- c. Mix three to five minutes and add rest of liquid, eggs, and flavoring
- d. Mix three to five minutes

3. Dump method

- a. Sift flour, leavening agent, milk solid, salt, and sugar into mixer
- b. Add shortening, eggs, and half the liquid and mix at medium speed for one minute
- c. Add rest of liquid and mix for two minutes

D. Standards for butter cakes

1. Even on all sides, perfectly shaped and slightly rounded on top
2. Crust is shiny, golden, tender, thin, crisp, and smooth
3. Fine, even grain on the inside

III. Pound cakes

A. Ingredients

(NOTE: Equal weight of sugar, shortening, eggs, and flour plus a bit of salt and flavoring.)

B. Mixing methods

1. Cream shortening and sugar
2. Add eggs and cream until light and fluffy
3. Blend in flour

C. Standards for pound cakes

1. Even shape, slightly rounded top
2. Thin, soft, delicately browned crust slightly split in the middle
3. Crumb is smooth and rich with no trace of oiliness
4. Texture is firm
5. Flavor is sweet and rich

IV. Foam cakes

A. Kinds of foam cakes

1. Angel cake
2. Sponge cake
3. Chiffon cake

B. Ingredients

1. Cake flour
2. Eggs
3. Fine-grained sugar
4. Oil in chiffon cakes
5. Baking powder in chiffon and sponge cakes
6. Shortening in sponge cake
7. Liquid in a sponge or chiffon cake

C. Mixing methods

1. Angel cakes

- a. Beat egg whites @ 110° - 125° F until they reach a soft peak

(NOTE: Should bend over slightly at the top in the foam.)

- b. Fold 1/3 of sugar into whites

- c. Sift flour with rest of sugar
 - d. Fold mixture in until it just disappears
 - 2. Sponge and chiffon cakes
 - a. Beat whole eggs or egg yolks to a stable form
 - b. Add sugar and beat until sugar is melted
 - c. Fold in flour and baking powder which has been sifted together
 - D. Standards for foam cakes
 - 1. Angel cake
 - a. Grain is fine, even, light, feathery, and moist
 - b. Sides even and top slightly rounded
 - c. Delicately browned, dry crust
 - d. Should stand high for its weight
 - e. Inside is creamy white
 - 2. Sponge and chiffon cake
 - a. Texture is delicate, springy, and light
 - b. Crumb moist, soft, even grained, and delicate flavor
 - c. Shape high and even, lightly browned crust
 - d. Inside is a light lemon-gold color
- (NOTE: Chiffon cakes are slightly lighter in color.)

V. Panning the cakes

- A. Pound cakes and butter cakes
 - 1. Grease and flour the pans on the bottom
 - 2. Greasing mixture is seven pounds of shortening to 4 pounds of flour, mixed well

3. Fill pans 1/2 to 2/3 full.

B. Foam cakes

1. Do not grease pans, line bottom with brown paper

2. Fill 1/2 to 2/3 full

C. Pans

1. Black pans give more volume

2. Handle the pans with care and do not bend them

VI. Baking

A. Correct temperature is important in baking because:

1. Too high a temperature retards flavor and volume development

2. Too high a temperature turns crust dark and may cause top to split

3. Too hot an oven will cause outside to become too brown before inside is cooked

4. Too cool an oven causes cake to be flat with coarse, uneven grain and pale, sticky crust

5. Cake may fall in too cool an oven

6. Foam cake that is baked at too high a temperature is heavy and tough

B. Cake texture is better if cake is placed in preheated oven

C. Pans should not be placed against sides of ovens

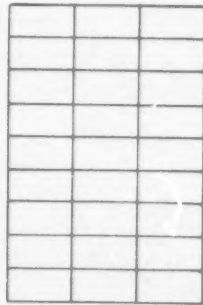
D. Oven should be level

E. Foam cakes fall easily because of airy texture

F. Fruit cakes and other heavy cakes may be steamed rather than baked

VII. Cutting Cakes

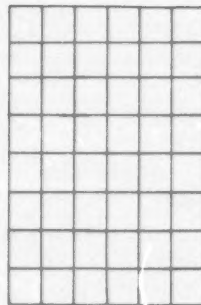
A.



9" x 13"

Yield: 27 servings

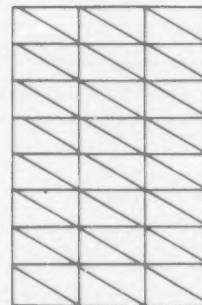
B.



18" x 25"

Yield: 48 servings

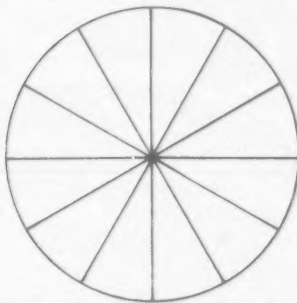
C.



18" x 25"

Yield: 48 servings

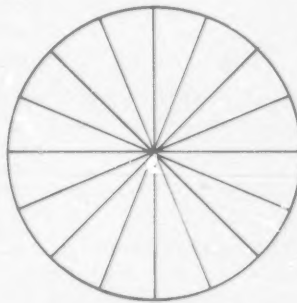
D.



8"--2-layer cake

Yield: 12 servings

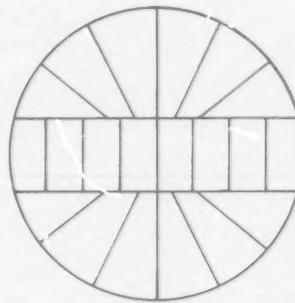
E.



9"--2-layer cake

Yield: 16 servings

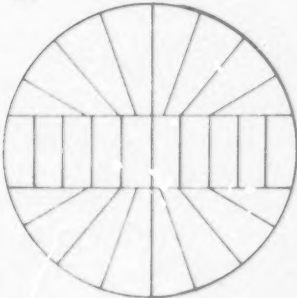
F.



10"--2-layer cake

Yield: 20 servings

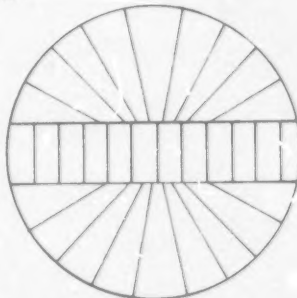
G.



11"--2-layer cake

Yield: 26 servings

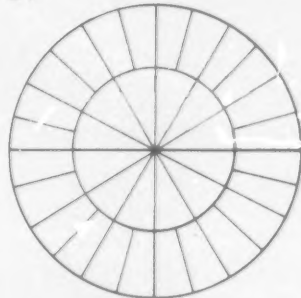
H.



12"--2-layer cake

Yield: 30 servings

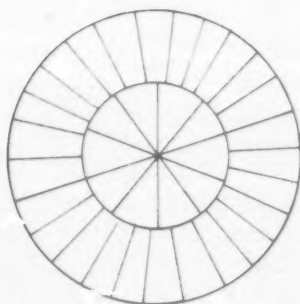
I.



12"--2-layer cake

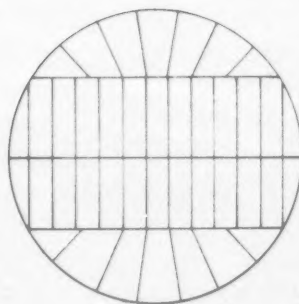
Yield: 36 servings

J.



13"--2-layer cake
Yield: 36 servings

K.



14"--2-layer cake
Yield: 40 servings

L.



1-pound loaf cake
Yield: 8 servings

M.



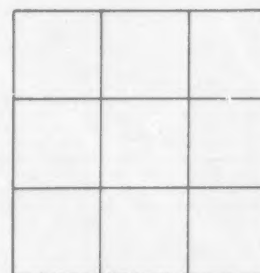
1-pound loaf cake
Yield: 8 servings

N.



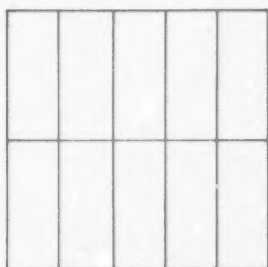
1-pound loaf cake
Yield: 8 servings

O.



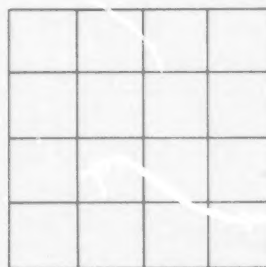
8" x 8"
Yield: 9 servings

P.



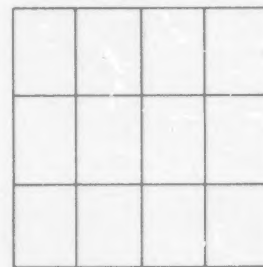
8" x 8"
Yield: 10 servings

Q.



9" x 9"
Yield: 16 servings

R.



9" x 9"
Yield: 12 servings

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #13--CAKE PREPARATION

A. At your training station, watch the conventional method of making a cake. Write a paragraph explaining the following:

1. types of ingredients
2. how they are measured
3. how the batter is mixed in a commercial mixer
4. how much batter is poured into a pan
5. where the cake is placed in the oven

- B. At your training station, watch what methods are used for preparing the pans for baking cakes. Describe the methods used.

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #14--TYPES OF CAKES

- A. Make a poster to show your class the different types of cakes. From magazines, cut out pictures of the following and place on your poster:
1. Butter cakes
 2. Pound cakes
 3. Foam cakes
- B. Label each of the cakes on the poster.

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #15--CAKE-BAKING EXPERIENCE

- A. Make arrangements to visit the cooks in the school cafeteria or on your training station. Record their answers to the following questions about cake baking:
1. How do you determine the amount of cakes you bake?
 2. How do you decide what recipes to use?
- B. Bake an angel food cake. Check with your instructor to see if you may ask the homemaking teacher in your school or your class to evaluate your cake, using the following standards:
1. Is the inside light and feathery?
 2. Are the sides even and the top slightly rounded?
 3. Is it a golden brown with a dry crust?
 4. Does it taste good?

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #16--
PORTIONING AND TERMS RELATED TO BAKING CAKES

A. Make a drawing or poster showing:

1. How to portion a 9" x 13" sheet cake for 30 servings

2. How to portion an 18" x 25" sheet cake for 48 servings

3. How to portion a 10" 2'layer cake for 20 servings

B. In cake baking, what do the following words mean:

1. Panning the cake
2. Portioning the cake
3. Yield of the cake

C. Describe how to pan:

1. Pound cakes and butter cakes
2. Foam cakes

UNIT II-A
BAKER'S HELPER

INFORMATION SHEET #5--FROSTING, ICING, AND FILLING

- I. Purposes of frostings, icings, and fillings
 - A. To improve flavor of cakes
 - B. To improve appearance of cakes
 - C. To give moistness to cakes
- II. Classes of frostings
 - A. Foam (boiled or cooked frosting)
 - 1. Boil sugar, water, and glucose or cream of tartar to 240-250° F
 - 2. Beat egg whites to a soft firm peak
 - 3. Add hot syrup to eggs while beating until icing is ready to spread
 - B. Butter cream
 - 1. Mix shortening and powdered sugar to a creamy mixture
 - 2. Add egg whites to make it creamy and smooth
 - C. Fondant
 - 1. A water-sugar mixture cooked to 240° F and cooled to 104° F
 - 2. Mix until tiny crystals form
 - D. Glazes
 - 1. Heavy syrup made of sugar and water
 - 2. Contains no eggs, but may contain gelatin
 - E. Decorator's or royal frosting
 - 1. Stiff icing used for ornamental work
 - 2. Made from egg whites, confectioners sugar, cornstarch, flavoring, and lemon juice

III. Procedures for Icing Cakes

- A. Remove all crumbs, and the crust if you wish
- B. Have icing at proper consistency
- C. Invert first layer, top down, on turntable or decorator's wheel.
- D. Spread filling evenly over first layer.
- E. Place second layer on this right side up.
- F. Spread thin layer of thin icing over entire cake starting at center and working outward.
- G. With a thick frosting, frost the sides of the cake from bottom to top.
- H. Put a liberal amount of frosting on top of cake and work from center to edge.
- I. Smooth icing by dipping spatula in warm water and smoothing out the surface.

IV. Procedure for Icing Small Cakes

- A. Cut cakes into shapes wanted and brush away any crumbs.
- B. Pour thin fondant or water icing over the tops of cakes which are placed on wire rack.
- C. Pour the icing to flow down the sides.
- D. Remove racks and pick up surplus icing for reuse.
- E. Repeat procedure if necessary.

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #17--FROSTINGS, ICINGS, AND FILLINGS

A. Explain the difference between frostings, icings, and fillings.

1.

2.

3.

B. List three reasons for frosting a cake.

1.

2.

3.

C. List five kinds of frostings or icings and describe each.

1.

2.

3.

4.

5.

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #18--DECORATING CAKES

- A. Visit a local bakery and explain the following:
1. Making a frosting
 2. Covering the cake
 3. Making decorations for the cake
- B. Explain the use of the pastry tube in making butter cream frosting.
- C. Bring a baked cake to class and demonstrate and explain how to frost and decorate the cake using a pastry tube.

UNIT II-A
BAKER'S HELPER

INFORMATION SHEET #6--COOKIES

I. Types of cookies

A. Icebox cookies

1. Ingredients are 1 part shortening, 1 part flour, 1/2 part sugar, 1/10 part egg.
2. Made by creaming sugar, shortening, and egg, and then adding flour.
3. Roll into long rolls, 1 to 1 1/2 inches in diameter, cover and chill before cutting.

B. Drop cookies

1. A semi-thin batter that is dropped onto greased and floured pan with a size 20 or 30 ice cream scoop.
2. Should be put 2 inches apart on baking sheet.
3. Remove from pan while warm.

C. Soft batters

1. Nut squares or brownies are examples of soft batter cookies.
2. Spread the soft batter evenly on baking sheets about one-half inch thick.
3. Slice while warm.

II. Baking sheets

- A. Use clean, level baking sheets.
- B. Grease and flour sheets according to the recipe.
- C. Place cookies on cool pans.
- D. Greasing pans makes cookies spread.
- E. Dusting pans with flour reduces spreading.
- F. Place cookies 2 inches apart.

III. Baking cookies

- A. Cookies are usually baked at higher temperatures than cakes.
- B. Baking too long makes cookies too brown and ruins the flavor.
- C. Chocolate cookies burn easily.
- D. Too low an oven temperature gives tight-grained cookies with poor color.
- E. Too high temperature causes lack of spread and are overly dark.
- F. Closing the oven dampers in early stages of baking holds steam inside and assists in spread.
- G. After baking, cookies should be allowed to cool slowly.
- H. Most cookies should be removed from pans while still warm.

IV. Storing cookies

- A. Most cookie batters except foam type freeze well.
- B. Stiff doughs should be thawed under refrigeration but softer mixes may be thawed at room temperatures.
- C. Pack cookies only after cooling.
- D. Frozen cookies will thaw in opened packages in 15-20 minutes.
- E. A moist, cut apple stored with soft cookies will keep the cookies moist.
- F. Soft cookies should not be stacked.
- G. Foam-type cookies dry out easily, so they should be made in small batches, used quickly, and stored in air-tight containers.

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #19--TYPES OF COOKIES

A. Name and describe three types of cookies.

1.

2.

3.

B. Describe the way to pan cookies.

C. Make a poster showing a display of the three types of cookies.

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #20--COOKIE-BAKING EXPERIENCE

- A. Explain the preparation of a drop-cookie dough and the portioning of one pan of cookie dough using a teaspoon.

- B. Explain the use of a No. 40 dipper in portioning cookies.

- C. Explain which pan of cookies would be more even in size when baked, and why?

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #21--EDUCATIONAL TOUR

- A. Visit a cafeteria other than your training station and then explain the ways cookies are used in the menu.
- B. List the varieties of cookies served at your training station. At the one you visited.
- C. Are the cookies shown on the bar as a separate dessert, or as accompaniment to a pudding? Which appeared to be the best combinations?

UNIT II-A
BAKER'S HELPER

INFORMATION SHEET #7--PIES AND PASTRY

- I. Types of pies
 - A. Double-crust
 - B. Single-crust
 - C. Fruit-filled
 - D. Cream-filled
 - E. Egg custard
 - F. Gelatin-filled
 - G. Ice cream-filled
 - H. Mousse-filled
 - I. Tarts
 - J. Dumplings
- II. Types of pastries
 - A. Puff
 - B. Regular
 - C. Graham cracker
 - D. Chocolate wafer
 - E. Nut or meringue
- III. Regular pie dough ingredients
 - A. Mealy
 - 1. 100% flour
 - 2. 50-60% shortening
 - 3. 2-3% salt
 - 4. 25-30% water

B. Semi-flaky

1. 100% flour
2. 75% shortening
3. 2-3% salt
4. 30-35% water

C. Flaky

1. 100% flour
2. 100% shortening
3. 2-3% salt
4. 35-40% water

IV. Methods for mixing regular pie dough

A. Mealy pie dough

(NOTE: Used for undercrusts or when soaking may be a problem.)

1. Blend shortening into flour until mixture looks like coarse cornmeal.
2. Add water and knead lightly.

B. Semi-flaky pie dough

(NOTE: Filling may be added just before serving to prevent sogginess. Excellent top crusts.)

1. Cut shortening into flour until it is the size of a large pea.
2. Add water and knead lightly.

C. Flaky pie dough

(NOTE: Add filling just before serving to prevent sogginess. The difference in semi-flaky and flaky pie dough is in the amount of shortening used.)

1. Cut shortening into flour until the size of large peas.
2. Add water and knead lightly.

V. Specialty pie crusts

A. Puff pastry

1. Ingredients

- a. 100% hard flour
- b. 100% shortening
- c. 1% salt
- d. 35-50% water

2. Method for mixing

- a. Mix flour, salt, and water to a smooth, soft mass.
 - b. Allow dough to rest for 20 minutes and roll out dough one half-inch thick and into a rectangle twice as long as it is wide.
 - c. Spot shortening evenly over two-thirds of rectangle, fold ungreased third over greased third and fold remaining third back over.
 - d. Roll entire piece to twice as long as it is wide.
 - e. Repeat this process two more times.
- B. Replace 25% of the flour with ground pecans, almonds, or filberts, and mix as for mealy crust.
- C. Graham cracker, vanilla or chocolate wafer, or gingersnap, make from 100% crumbs, 30% sugar, and 55% butter.

VI. Rolling and shaping

- A. Roll regular crusts to 1/8 inch thickness
- B. Use a roller 1 1/4" in diameter and 18 inches long.
- C. Lightly dust surface and rolling pin with flour.
- D. Starting at center, lightly roll the dough into an oval shape.

- E. Dough should be cold and rather stiff.
- F. Fold dough in half and then in fourths.
- G. Gently and quickly remove the dough to the pie pans.
- H. Fold dough out and crimp the edges.
- I. For a single-crust pie, prick the bottom and sides before baking.
- J. For a double-crust pie or custard-filled pie, do not prick the crust.
- K. Brushing the crust with milk or melted butter gives a nice color.
- L. Bake single-crust and small pastry shells at 425° to 450° F for about 15 minutes.
- M. Bake double-crust pies and filled pastries at 425° to 450° F for 10 minutes and then lower temperature to 350° to 375° for 35 to 50 minutes.

(NOTE: Temperature too low toughens the crust and temperature too high causes overbrowning and a poorly cooked filling.)

VII. Pie and pastry fillings

(NOTE: Fillings should be made with as much care as the crusts.)

A. Single-crust pies and tarts

1. Blanc mange--Cold pudding made of cornstarch, milk, sugar, and flavoring.
2. Cream pudding--A cooked filling made of milk, flour or cornstarch, sugar, eggs, and flavoring.
3. Bavarians--A fruit gelatin mixture into which whipped cream has been folded before chilling.

B. Double-crust pies

(NOTE: Fruit fillings are usually used in double crust pies.)

1. The flavor of the fruit filling is due to the type of fruit, the thickening agent, the sweetening agent, and the preparation.
2. Frozen fruit should be drained; the juice should be thickened and then blended with the fruits.
3. Instant or cold setting starches can be used to give the juice a fresher flavor.

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #22--PIE DOUGHS

- A. Describe the differences between:
1. Mealy pie dough
 2. Semi-flaky pie dough
 3. Flaky pie dough
- B. For what purposes do you use:
1. Mealy pie dough
 2. Semi-flaky pie dough
 3. Flaky pie dough
- C. Name three specialty pie doughs and describe how to make them.
- 1.
 - 2.
 - 3.

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #23--VARIETIES OF PIES

Directions: At your training station, observe the dessert bar and describe the following:

- A. How many different pies are served?
- B. How many double-crust pies are served?
- C. How many cream pies with meringue are served?
- D. How many ice box pies are served?
- E. Which pies sell the best?
- F. How are pies displayed?
- G. How are they replaced as they are served?

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #24--PIE FILLINGS

Directions: Use cut-outs of magazines to prepare A in this assignment. You may use the back of this sheet to display the cut-outs.

- A. Make a poster or display showing types of pie fillings.
 - 1. Uncooked soft filling
 - 2. Cooked soft filling
 - 3. Fruit filling
- B. Why is a cream pie put in a cooked pie shell?
- C. Why is a single-crust pie shell pricked before baking?
- D. What utensil is used to portion pies?

UNIT II-A
BAKER'S HELPER

INFORMATION SHEET #8--OVENS

I. Kinds of ovens

A. Revolving oven

1. Has shelves between wheels that rotate.
2. Has indicator outside to show shelf location.
3. Requires good maintenance to eliminate uneven heat and unlevel shelves.
4. Should be cleaned after the oven has cooled.
5. Mechanical parts are oiled from small door on the oven side.
6. Heat may be varied in different parts of the oven.

B. Ovens under range tops

1. May be used for small operations.
2. Usually holds two 18" x 26" pans on two shelves.

C. Stacked ovens

1. Have baking shelves one on top of the other.
2. Each shelf may be individually controlled.
3. Hottest temperature is at the bottom and cooler at the top.

D. Hearth oven

1. Used for baking hard-crust bread and other bakery items.
2. Takes a long time to heat and should be left on at all times.
3. Have steam inlets to build moisture during baking to allow bread to rise fully.

4. Steam is turned off if hard crust is desired.

E. Convection oven

1. Regular size can take from 6-11 large baking sheets.
2. Fan at back moves air around so shelves can be close together.
3. Usually used to warm precooked food and to bake pastries.
4. Fan should be turned off during baking to prevent ripples on products.

F. Microwave ovens

1. Items cannot be cooked in metal containers.
2. Can easily overcook the products.
3. Very good for warming.
4. It is better to cook smaller amounts in microwave ovens.
5. Use glass, paper, or ceramic containers.
6. Place food in oven and close door before turning power switch ON.
7. Always check owner's manual or see supervisor if there are any questions.

II. Gas oven operation

- A. Light match.
- B. Turn on main burner valve.
- C. Adjust thermostat to right temperature.

III. Electric oven operation

- A. Turn knob to right temperature
- B. Turn switch ON.
- C. Allow oven to preheat at right temperature.
- D. Place pans two inches from sides of oven.
- E. For a better product, avoid opening and closing door during baking.

IV. Cleaning ovens

- A. Turn all ovens OFF before cleaning.
- B. Clean outside of oven with warm water and detergent.
- C. Clean inside with damp cloth
- D. Clean crumbs from return passage.

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #25--CHARACTERISTICS OF OVENS

A. List six kinds of ovens that are used for baking:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

B. List three things about stacked ovens:

- 1.
- 2.
- 3.

C. List four things to remember when cleaning ovens.

- 1.
- 2.
- 3.
- 4.

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #26--USES OF OVENS

A. Select the correct letter and place it in front of the characteristic that matches the type of oven described.

a. revolving oven

b. oven under range top

c. stacked oven

d. hearth oven

e. convection oven

f. microwave oven

- ___ 1. Usually used to bake pastries.
- ___ 2. Requires glass, paper, or ceramic containers.
- ___ 3. Takes a long time to heat.
- ___ 4. Has baking shelves stacked on top of each other.
- ___ 5. Has indicator outside to show shelf location.
- ___ 6. Has shelves between two wheels that rotate.
- ___ 7. Each shelf may be individually controlled.
- ___ 8. Used for baking hard-crust breads.
- ___ 9. Can easily overcook products.
- ___ 10. May be used for small cafeterias.

B. List in order the steps for preparing an electric oven for baking.

- 1.
- 2.
- 3.
- 4.
- 5.

UNIT II-A
BAKER'S HELPER

INFORMATION SHEET #9--SAFETY

I. Food preparation

- A. Use dry handling mitt when handling hot pans or pots.
- B. Avoid splashing grease on top of range.

(NOTE: If you spill grease, do not use water to put out the fire; use foam or soda.)
- C. Remove lids slowly and away from you.
- D. Give notice of "Hot Stuff" when moving a hot container from one place to another.
- E. Keep towels away from range top to prevent the long end catching on fire.
- F. Avoid putting too much in hot food container.
- G. Never let sauce pan handles extend into aisles because if they are bumped or brushed, they may be knocked off the range.
- H. When lifting heavy containers, use the legs, not back.
- I. Get help if container is too heavy.
- J. Place lighted match to jet before turning on gas.
- K. Know where fire extinguishers are located.
- L. Keep work station clean at all times.
- M. Keep your mind on your job.
- N. Never have glass near food.
- O. Never throw objects in the kitchen.
- P. Treat injuries immediately.

II. Hand equipment

- A. Use right knife for the job.
- B. Do not grab for falling knives--jump out of the way.
- C. Carry a knife with point down and blade away from you.
- D. Do not talk with a knife in your hand.
- E. When cutting with a knife, cut away from your body.
- F. Do not place a knife in hot water; the heat could break the handle.
- G. Do not feel in soapy water for a knife.
- H. Always use a cutting board, and never cut on metal.
- I. Always place knives in proper storage racks, never in drawers.
- J. When wiping a knife, keep sharp edge away from you.
- K. Always use a sharp knife.
- L. Pick up knives by handle only.

III. Stationary equipment

- A. Before cleaning or adjusting any equipment, turn to off position and pull plug.
- B. Do not wear rings, watches, or neckties when operating electrical equipment.
- C. Do not start a machine until you check to see if all parts are in proper place.
- D. All electrical stationary equipment should be grounded.
- E. Do not use any equipment until you have been trained to use it.

VI. Clothing

- A. Wear proper shoes.
- B. Wear long sleeves that fit the arms.
- C. Never wear loose-fitting clothing.
- D. Wear aprons at knee length.
- E. Tuck in apron strings.
- F. Wear recommended head gear.
- G. Do not wear a tie.

V. Floors

- A. When working with anything electrical, do not stand on wet floor.
- B. Clean up spills as they happen.
- C. Never leave utensils on floor.
- D. Walk in the kitchen; do not run.
- E. Mop a small area of the kitchen, let dry, and then mop another small area.
- F. Use rubber mat behind range.

VI. Ovens

- A. Always use handling cloths when placing or removing things from ovens.
- B. When lighting pilot on gas oven, open the door and light the match before turning on gas.
- C. Do not set pans on open oven doors.

UNIT II-A
BAKER'S HELPER

ASSIGNMENT SHEET #27--SAFETY SITUATIONS

- A. In being a baker's helper, you must take safety precautions while on your job. In each of the examples below, what should you do to avoid injury or damage to yourself or your place of business?
1. You cut your finger
 2. You are carrying a heavy pot of hot water
 3. You are removing a lid from a pot of hot pie filling
 4. Grease splatters on the range top and a small fire starts
 5. You are lighting a gas oven
 6. You are handling a hot pan of bread
 7. You are remembering the nice date you had the night before
 8. A knife is falling off the table
 9. You are wiping a knife
 10. You have a new bracelet and it is your turn to operate the big electric mixer.
 11. You spilled some eggs.
 12. You are wearing an apron.

13. You are lighting a gas oven

14. You are storing knives

15. While slicing a cake, you have to tell your co-worker something.

B. Draw pictures showing three of the situations listed.

C. List in order the steps for preparing a gas oven for baking.

1.

2.

3.

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UNIT II-A
BAKER'S HELPER

UNIT TEST--PART 1

1. Identify the following baking utensils and tell one use for each of them.

a.



_____.

b.



_____.

c.



_____.

d.



e.



2. Select a word form the list of hand tools used in baking and write it in the proper blank.

pastry wheel

pastry bag

pie and cake knife

flour sifter

scraper

pastry brush

flat spatula

pastry tubes

wire whip

pie and cake marker

bench brush

rolling pin

a. A hand tool used to ice cakes is a _____.

b. A knife used to cut and serve cakes is a _____

_____.

c. A round stainless steel wheel on a handle that is used to cut pastries is a _____.

- d. A tool used to scrape dough off the dough block is
a _____.
 - e. A tool used to make meringue is a _____
_____.
 - f. Pies and cakes are portioned by using a _____
_____.
 - g. A _____ is used to dust off the
dough board.
 - h. Icing is put in a _____ an squeezed
through a _____ to decorate a cake.
 - i. To make flour light and to get the lumps out, we
use a _____.
 - j. Pie dough is rolled out with a _____.
 - k. A _____ is used to
wash uncooked pie crusts.
3. Two kinds of scales are used by the baker's helper.
Name and tell what each kind is used for.
- a.
 - b.
4. Draw a picture of and tell the use of the following
beaters used in a mixing machine.
- a. flat beater
 - b. sweet dough beater
 - c. wire whip
 - d. dough arm
- (Choose one from the two listed.)

5. Match the following terms associated with baking to the proper definition by placing the number on the right in the proper blank on the left.

- | | |
|---|---|
| ___ a. dissolve | 5. To let yeast dough rise by setting it in a warm, moist place. |
| ___ b. cut-in | |
| ___ c. make-up | 6. To sprinkle with flour or sugar. |
| ___ d. masking | 7. To make two or more ingredients into one mixture. |
| ___ e. proof | 8. To press, fold, and stretch the air out of dough. |
| ___ f. punch | 9. To use two knives or a pastry belnder to cut shortening into flour |
| ___ g. rounding | 10. To knock the air out of yeast dough after it has risen once. |
| ___ h. tubing | 11. To brush a liquid on the surface of an unbaked product. |
| ___ i. wash | 12. The shaping of dough pieces to shape the end. |
| ___ j. sift | 13. To pass icing through a pastry tube. |
| ___ k. blend | |
| ___ l. dust | 14. To pass dry ingredients through a fine screen to make them light. |
| ___ m. ice | 15. To mix two or more ingredients together. |
| ___ n. mix | |
| ___ o. knead | |
| 1. The method of mixing or handling ingredients when dividing them into single units. | |
| 2. To cover a cake with frosting. | |
| 3. To cover an item to disguise or protect it. | |
| 4. To mix a dry ingredient with a liquid and melt it. | |

UNIT II-A
BAKER'S HELPER

UNIT TEST--PART 2

1. List three kinds of quick breads.
 - a.
 - b.
 - c.
2. Select the proper use for each ingredient used in baking biscuits from the list on the right and place the correct number in the blank on the left.

___ a. sugar	1. brings out flavor
___ b. baking powder	2. supplies tenderness
___ c. salt	3. provides moisture and regulates consistency of dough
___ d. flour	
___ e. shortening	4. supplies sweetness
___ f. milk	5. supplies body, form, and texture
	6. leavening agent
3. Indicate the proper order of mixing and baking biscuits by numbering the following statements in correct order.
 - ___ a. roll 1/2 inch thick
 - ___ b. knead the dough lightly
 - ___ c. bake at 425° F for 15-20 minutes
 - ___ d. cut shortening into dry ingredients
 - ___ e. add liquid
 - ___ f. cut biscuits in uniform size

4. Define the standards for biscuits by listing 5 characteristics of a good biscuit.
 - a.
 - b.
 - c.
 - d.
 - e.
5. One ingredient that is used in muffins and cornbread that is not used in biscuits is _____.
6. Two variations of muffins are _____ and _____.
7. When mixing liquid and dry ingredients together, always start and end with _____.
8. Indicate the proper order of mixing and baking muffins by numbering the following statements in proper order.
 - _____ a. mix batter just enough to moisten
 - _____ b. alternately mix liquid and dry ingredients
 - _____ c. cream sugar, shortening, and salt
 - _____ d. bake at 425° F for fifteen to twenty minutes
 - _____ e. sift dry ingredients together
 - _____ f. portion with a No. 16 scoop and put in tins
 - _____ g. serve hot
 - _____ h. add eggs and blend into creamed mixture
9. Define good muffins by listing three standards to look at when judging muffins.
 - a.
 - b.
 - c.

10. Two ingredients are used in baking cornbread that are not used in muffins. These are _____ and _____.
11. List three types of cornbread.
 - a.
 - b.
 - c.
12. Two leavening agents may be used in making cornbread. They are _____ or _____, depending upon the kind of milk used.
13. Describe the steps used in making cornbread.
 - a.
 - b.
 - c.
 - d.

UNIT II-A
BAKER'S HELPER

UNIT TEST--PART 3

1. List two kinds of yeast breads.
 - a.
 - b.
2. Indicate the proper ingredient's function in making yeast breads by writing from the list below the name of the ingredient in front of the function listed.

Flour

Eggs

Milk

Sugar

Shortening

Yeast

- | | |
|--|-------------------------------------|
| | a. Supplies dough with added color |
| | b. Supplies strength to dough |
| | c. Supplies feed for yeast |
| | d. Supplies richness and tenderness |
| | e. Supplies moisture |
| | f. Leavening agent |
3. Define the words used in making yeast breads by matching the proper number on the right with the proper letter on the left.

a. pan proof	1. Force out all of the air
b. pan	2. Let dough rise in bulk
c. proof	3. Press dough to original size
d. knead	4. Let each unit rise till double
e. punch	5. Place individual unit on pan leaving room to rise

4. Indicate the proper order of mixing and baking yeast breads by numbering the following statements in correct order.

- ___ a. Mix in electric mixer to develop dough
- ___ b. Punch dough
- ___ c. Pan proof the dough
- ___ d. Bake the dough
- ___ e. Proof dough
- ___ f. Pan the dough
- ___ g. Knead a second time
- ___ h. Make up dough
- ___ i. Have all equipment and ingredients ready
- ___ j. Scale dough
- ___ k. Knead dough
- ___ l. Weigh all of the ingredients

5. List 5 shapes yeast dough can be made into.

- a.
- b.
- c.
- d.
- e.

6. Define a good yeast bread by listing six standards for good yeast bread.

- | | |
|----|----|
| a. | d. |
| b. | e. |
| c. | f. |

UNIT II-A
BAKER'S HELPER

UNIT TEST--PART 4

1. Three types of cakes are:
 - a.
 - b.
 - c.
2. Indicate the correct ingredient in cake baking in the sentences below by underlining the right word in the parenthesis.
 - a. In baking butter cakes (shortening - flavoring) provides the tenderness of the cake.
 - b. In baking butter cakes (sugar - baking powder) makes the cakes rise.
 - c. (Flour - Sugar) provides the structure in butter cakes.
 - d. When baking an angel food cake, (egg whites - baking powder) provides the leavening.
 - e. In making pound cakes, use (more - same) amount of flour and sugar.
3. Three mixing methods for mixing butter cakes are:
 - a.
 - b.
 - c.
4. Indicate the proper order of mixing and baking angel food cakes by numbering the following statements in proper order.
 - ___ a. Fold mixture until it just disappears.
 - ___ b. Fold in 1/3 of sugar.
 - ___ c. Beat egg whites until they reach a soft peak.
 - ___ d. Sift flour with rest of sugar.

5. Define a good pound cake by listing five standards for a good pound cake.

a.
b.
c.
d.
e.

6. Indicate the correct procedure for treating pans in baking cakes by placing a ✓ before the cake that requires greasing the pan.

___ a. butter cake
___ b. angel food cake
___ c. chiffon cake
___ d. pound cake
___ e. sponge cake

7. Define the statements associated with baking cakes true or false by writing true or false in front of the statements below.

___ a. Pans should be completely filled in baking cakes.
___ b. Too cool an oven will cause a cake to rise too much.
___ c. Ovens should be level when baking cakes.
___ d. The cakes should be placed against the sides of the oven to distribute the heat evenly.
___ e. Too high an oven will hurt the size and flavor of a cake.

8. Draw a diagram of how to cut a 1-pound loaf cake to get 8 servings.

9. Define the following words associated with baking cakes.

- a. panning the cake
- b. portioning the cake
- c. yield of the cake

UNIT II-A
BAKER'S HELPER

UNIT TEST--PART 5

1. Indicate the correct procedures for icing cakes by numbering the statements in correct order.

- ___ a. Put liberal amount of frosting on top and work from center out
- ___ b. Remove all crumbs
- ___ c. Smooth icing
- ___ d. Invert first layer on turntable
- ___ e. Frost sides of cake from bottom to top
- ___ f. Spread thin layer of thin frosting over entire cake
- ___ g. Have icing at proper consistency
- ___ h. Place second layer on first right side up
- ___ i. Spread filling over first layer

2. List 5 steps necessary to frost small cakes.

- a.
- b.
- c.
- d.
- e.

3. Determine whether the frosting listed below are cooked or uncooked by placing a ✓ in front of the cooked frostings.

- | | |
|---------------------|------------------|
| ___ a. Foam | ___ d. Glaze |
| ___ b. Butter cream | ___ e. Decorator |
| ___ c. Fondant | |

UNIT II-A
BAKER'S HELPER

UNIT TEST--PART 6

1. Determine the type of cookie listed below by writing Icebox, drop, or soft batter in the line provided for you.

_____ a. brownie
_____ b. oatmeal cookies
_____ c. chocolate chip cookies
_____ d. fruit bars
_____ e. sugar cookies

2. List three steps in preparing the pans for baking cookies.

a.
b.
c.

3. Answer the following sentences by placing a ✓ in front of the statements that are true.

_____ a. Cookies are usually baked at a higher temperature than cakes.
_____ b. Too much baking over-browns the cookies and ruins their flavor.
_____ c. Too low an oven ruins color of cookies.
_____ d. The cookies should be cooled fast after baking.
_____ e. A cut apple may be stored with soft cookies to keep them moist.
_____ f. Foam cookies should be made in small batches.
_____ g. Soft cookies should be stacked when storing.
_____ h. Store cookies while they are hot.

- ___ i. Foam cookies freeze well.
- ___ j. Thaw stiff doughs under refrigeration.

4. List three types of cookies used in cafeterias.

- a.
- b.
- c.

UNIT II-A
BAKER'S HELPER

UNIT TEST--PART 7

1. Define the kinds of pie crusts listed below by choosing one of the words in the list and writing it in the blank.

mealy, semi-flaky, flaky, specialty

- _____ a. contains 100% flour and 100% shortening
- _____ b. contains 100% flour and 75% shortening
- _____ c. contains 100% flour and 50-60% shortening
- _____ d. puff pastry
- _____ e. graham cracker crust
- _____ f. meringue crust
- _____ g. chocolate wafer crust

2. Indicate which kind of crust associated with pastries is used in the following examples.

flaky, semi-flaky, mealy, specialty

- _____ a. cream pie
- _____ b. bottom of fruit pie
- _____ c. cream puff
- _____ d. top of fruit pie

3. Indicate the correct steps in preparing pie crusts for baking by placing the correct number in the blank at the left.

- _____ a. Fold dough in half and then in fourths
- _____ b. Fold dough out and crimp the edges
- _____ c. Lightly flour the canvas
- _____ d. Wash crust with milk or melted butter

- ☐ e. Prick the crust for cream pies or fill for double crust pies
☐ f. Start at center and lightly roll the dough into an oval shape 1/8 inch thick
☐ g. Gently and quickly remove the dough to the pie pans
☐ h. Bake
4. Indicate which of the following pies are single-crust by placing a check (✓) mark in the blank at the left.
- ☐ a. Blanc mange
☐ b. Cream pudding
☐ c. Fruit pies
☐ d. Bavarians
5. Match the following words associated with pies to the correct definition by placing the correct number in the blank at the left.
- | | |
|--|---|
| ☐ a. Blanc mange | 1. cooked filling made of milk, flour, sugar, eggs, and flavoring |
| ☐ b. Cream pudding | 2. cold pudding made of cornstarch, milk, sugar, and flavoring |
| ☐ c. Bavarian | 3. apples or peaches |
| ☒ d. Fruit | 4. fruit gelatin mixture with whipped cream folded in |
6. List three characteristics necessary for preparation of good fruit fillings
- a.
- b.
- c.

UNIT II-A
BAKER'S HELPER

UNIT TEST--PART 8

1. Select the correct number and place it in front of the characteristic that matches the type of oven described.
 1. revolving oven
 2. oven under range top
 3. stacked oven
 4. hearth oven
 5. convection oven
 6. microwave oven
 - ☐ a. Usually used to bake pastries
 - ☐ b. Use glass, paper, or ceramic containers for cooking.
 - ☐ c. Takes a long time to heat
 - ☐ d. Has baking shelves stacked on top of each other
 - ☐ e. Has indicator outside to show shelf location
 - ☐ f. Has shelves between two wheels that rotate
 - ☐ g. Each shelf may be individually controlled
 - ☐ h. Used for baking hard-cruled bread
 - ☐ i. Can easily over-cook products
 - ☐ j. May be used for small cafeterias
2. Indicate the order for preparing an electric oven for baking by placing the correct number in the blank at the left.
 - ☐ a. Turn switch on
 - ☐ b. Place pans two inches from sides of oven
 - ☐ c. Turn knob to right temperature

- ____d. Allow oven to preheat to correct temperature
3. List four items to remember when cleaning ovens.
- a.
 - b.
 - c.
 - d.

UNIT II-A
BAKER'S HELPER

UNIT TEST--PART 9

1. Define the following statements associated with safety by writing safe or unsafe on the line.
 - _____ a. Use a damp cloth to pick up hot pans.
 - _____ b. Use water to put out fire on range top.
 - _____ c. Remove lids slowly, away from you.
 - _____ d. Fill all containers very full.
 - _____ e. Quietly move hot stuff from one place to another.
 - _____ f. Keep towels away from range tops.
 - _____ g. Turn pot handles away from aisles.
 - _____ h. Carry heavy containers by yourself.
 - _____ i. Turn on gas jet, then light match.
 - _____ j. Know where fire extinguishers are.
 - _____ k. Clean up spills immediately.
 - _____ l. Treat injuries immediately.
2. Circle the letter in front of each correct statement about operating equipment safely.
 - a. Operator should be trained.
 - b. None of this equipment can be left unattended.
 - c. Operator should have observed the equipment in use.
 - d. It is not necessary to use all safety features with this equipment since it is less hazardous.
 - e. Operator should have observed set-up and clean-up of equipment.

3. Determine the correct procedure to follow to avoid injury to you, your fellow workers, and the place where you work, in each of the situations listed.

a. You cut your finger. _____

b. Grease spatters on the range top and starts a fire.

c. You are wearing an apron. _____

d. A knife is falling off the table. _____

e. You are storing knives. _____
